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ABSTRACT

This book contains 16 units with 1 to 6 lessons per unit. A wide range of subject areas regarding workers and organized labor are addressed with lessons for both primary and secondary education levels. Though the focus is predominantly on grades 1-6, the curriculum can be modified to apply to various grade levels. Unit titles include: (1) "Child Labor"; (2) "The Nature of Work"; (3) "Defining Unionism"; (4) "Advantages of Being a Union Member"; (5) "The Purposes and Functions of Unions in America"; (6) "The Employee-Employer Relationship"; (7) "Labor Day"; (8) "Women in the Workplace"; (9) "Labor--A Cultural/Historical Perspective"; (10) "Interview a Union Member"; (11) "Making Posters"; (12) "Courage--A Study of the Labor Movement through Art"; (13) "Singing Labor Songs"; (14) "Labor Issues Role Play"; (15) "Reading Novels"; and (16) "Implications of Technology." (EH)

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LABOR STUDIES CURRICULUM FOR TEACHERS

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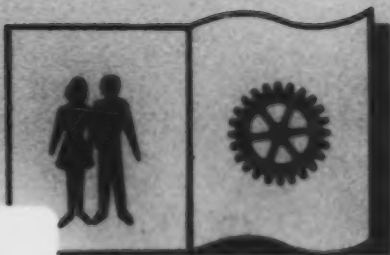
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**LABOR STUDIES CURRICULUM
FOR
TEACHERS**

Edited by

Chuck Davis

and

Tony DeAngelis

June, 1990

Labor Education Service
Industrial Relations Center
University of Minnesota
437 Management and Economics Building
Minneapolis, MN 55455

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Preface

Workers and organized labor have played and continue to play an important role in shaping our history, our political economy, our society. Labor's story is our story, "a proud story which reflects the very fabric of our history and our ideals as a nation." Yet, labor is virtually ignored as a legitimate subject in our schools despite its influential role in the development of the United States. As a result, students graduate knowing little if anything about the significance of labor relations, the contributions of working people, and the benefits of union membership.

Therefore, it is imperative that schools at all levels and in a variety of ways provide adequate unprejudiced instruction in labor studies. Students, teachers, teacher organizations, and the community at large will benefit from an improved understanding of labor as a significant social, political, and economic force in the United States.

The best way for students to learn about labor and their rights as workers is by recognizing and including the contributions of the American labor movement as an integral part of classroom instruction. Hence, getting teachers to teach about labor is of fundamental importance. A course entitled, Labor Studies for Teachers, was designed and offered through the Labor Education Service, Industrial Relations Center of the University of Minnesota to give teachers an opportunity to develop an understanding and appreciation of the underlying purpose, philosophy, concepts, values and goals of organized labor; and to generate a knowledge base for preparing labor studies curriculum for meaningful integration into their subject areas. This manual, Labor Studies Curriculum for Teachers, is a product of this effort; representing the contributions of some of the teachers who participated in the course.

Labor Studies Curriculum for Teachers consists of sixteen units. Each unit contains at least one, and as many as six lesson plans. A wide range of subject areas are addressed; and primary and secondary education levels are covered. While the focus is predominantly on grades one through six, the curriculum in many units can be modified to apply to the higher grades.

We would like to thank the St. Paul Federation of Teachers Local 28, the Minneapolis Federation of Teachers Local 59, the St. Paul Trades and Labor Assembly, the Minneapolis Central Labor Union, the Minnesota Federation of Teachers, the Minnesota AFL-CIO, and the St. Paul and Minneapolis School districts for their commitment to and support of labor studies in the schools. Additionally, without the help of Steve Dress, Oscar Ness and Local 28's Labor Studies Committee, Louise Sundin, Chris Skjervold, Doug Davis, and Gladys Weston neither the course nor this manual would have been possible. We would also like to acknowledge the following teachers whose units appear in Labor Studies Curriculum for Teachers: Charlotte Kelly, Georgia Wahlberg, Kathy Woudstra, Jan Anderson, Armanda Barner, Judith Ronnei, Patricia Meuwissen, Brenda McDaniel, Delores Paatalo, Bernice Taylor, James Casey, John Mueller, Sally Orme, Gordon Meyer, Gary Chesner, Marylee Johnson, Jerry Cromer, Jewel-M'zuri Satchell, David Picard, Gail Ellington, Robert Shelton, Deborah Martel, Glennoria Clomon, Carrie Williams, Elizabeth Peterson, and Michael Fishback.

CHILD LABOR

Grades 1, 2 and 3

Lesson 1: An Alien Visit

Labor Concept:

Work can be hard, tiring, unfair and dangerous. Though the conditions we are experiencing in this lesson are "pretend," similar working conditions did exist for children long ago and some children today are still facing these experiences daily in their real lives.

Students will be able to:

1. Experience some of the frustration in dealing with the unfairness of the situation.
2. See how very different their daily lives are.

Procedure:

1. The stage will be set for these next lessons by having a visit from an alien who will re-create early child labor conditions.
2. The experience will be discussed using these questions:
 - a. Could this really happen?
 - b. Do children today have jobs?
 - c. Is it fair to force children to work?
 - d. How do children spend their time now?
3. Each student will write an I learned... statement about what they learned or felt.
4. A homework assignment sheet will be begun at school and then taken home to complete.

My name is Zit Zut. I live on another planet in a different galaxy. I've come to this planet to find workers. We have many jobs that need to be done and we don't have enough people to do them. I have been commissioned by the leaders of my planet to get help quickly before life on our planet is ruined.

We have been watching people in these large buildings. They seem to spend long hours sitting at tables (sometimes large and sometimes small) looking at square things that have movable sheets. Some people seem to really look hard at these sheets and others just seem to turn the sheets without even really looking at them. They also use some small stick-like things to make marks on sheets. Sometimes they look at a big black thing and then use their sticks to make a sheet look like the black thing. All of these activities seem very pointless to us when we have such important work that needs to be done.

We need people to gather and discard moon rocks. These come flying quickly through the air. Each morning many have accumulated during the night. These must be gathered quickly so that people can get around for daily activities.

Other workers are needed to keep our tunnels cleared of moon dust so that transportation systems can move. The tunnels are very low. These workers will have to crawl to do their job.

The atmosphere on our planet tends to disintegrate our clothes. We need new clothes often. This job takes many workers.

We begin work each day at 6:00 a.m. (except for rock pickers -- they begin at 4:00 a.m.). If you work quickly enough you may leave work by 4:30 p.m. We suggest you chop enough wood when you get home so that you can fix a hot supper and still have enough wood left to prepare a hot breakfast.

You will be paid one glitz each day you work 10 hours or more. You may want to purchase some items that will make work easier:

1 candle	=	1 glitz per week
1 coat hook	=	1/2 glitz per week
1 chair	=	1/2 glitz per week
1 needle	=	1/2 glitz
Thread	=	1/2 glitz per spool

You will also be charged fines if you don't keep working:

Laughing	=	1/2 glitz
Talking	=	1/2 glitz
Looking out the window	=	1/4 glitz
Smiling	=	1/4 glitz

If you are late to work or get sick and miss a day you will be fired.

Let's begin the tests to see who is best suited for each job. As soon as I make the assignments we will leave in my spaceship.

My Daily Schedule

I got up at:

My morning activities were:

I left for school at:

At school I:

After school I:

I ate supper at:

Then I:

I went to bed at:

I slept for _____ hours.

Sign Here

Lesson 2: Labor History

Labor Concepts:

Children 12 years old and even younger had to work.

In 1910 about 2 million children worked or about 1 of every 5 workers was 10-15 years old.

They worked long hours -- even into the night and were paid \$.60 or less per day. They were expected to work very hard and if they laughed, talked, looked out the window or sometimes even smiled they could be fined. They also might be charged for using a chair to sit on, hook to hang their coat on or broken equipment.

They had poor health and safety conditions. Coal mines were dark, dusty and dangerous. Sweatshops were dim, damp, disease breeding places.

Children were expected to work by parents or orphanage directors because money was needed and sometimes their living space was needed. Then they needed to find a job where they got a room as part of their wages. Some children wanted to work so that they could survive.

Employers hired children because they worked for less money and they did what they were told.

Students will be able to:

1. Tell why children worked.
2. List some of the jobs they found.
3. Tell what working conditions were like.
4. Tell why employers hired children.

Procedure:

1. Work in cooperative groups to
read articles
look at pictures
discuss:
How did the children feel about being in the labor market?
Why did employers hire children?
Was it fair to hire children? Why or why not?
2. The class will listen to reports given by each of the small groups.
3. As a group, the labor concepts for this lesson will be reviewed.

THE DIRTY CHILDREN

As America's mills and mines expanded in the industrial era, the great need for workers drew even the youngest into labor. Without safety provisions, compensation for being hurt or even fresh air to breathe, children worked and suffered. The gaunt, dirty face of the exploited child appeared as the external condemnation of the American working system until reform laws were passed in the early 1900s.

John Spargo visited the Appalachian coal mines. There he found "breaker boys" at their work. Crouched over the chutes for ten hours or more a day, the boys pick out pieces of slate and other trash from the coal as it rushes past them to the washer. Because of the cramped position most of them have to assume, most of them become more or less deformed or bent-backed, like old men.

The coal is hard, and accidents to the hands, such as cut, broken or crushed fingers, are common among these ten-, eleven- or twelve-year-old boys. Sometimes there is a worse accident: a terrified shriek is heard, and a boy is mangled and torn in the machinery, or he disappears in the chute to be picked out later, smothered and dead.

Taken from: "Learning About Labor," MFT Action.

Document of the Month

Edited by Mary Alexander and Marilyn Childress
Education Specialists, National Archives

As a regular feature of Social Education, the "Document of the Month" is intended to provide teachers and students with the chance to work with primary source materials from the holdings of the National Archives. As the repository for the permanently valuable records of the Federal Government, the National Archives is an especially rich resource for social studies classes.

The documents presented here cover a broad range of topics, including family history, settlement of the West, and Black history. Suggested teaching strategies that accompany the documents emphasize such skills as drawing inferences, using maps, and developing interpretations of historical evidence. You are free to reproduce the documents presented here in whatever quantities you wish.

In addition to this feature, the Education Division staff also develops supplemental teaching units for use by secondary social studies classes. Each packet includes from 40 to 50 facsimiles of documents from the National Archives and a teacher's guide describing suggested class activities. These units include: World War I—The Home Front, World War II—The Home Front, The Great Depression and New Deal, and The Civil War: Soldiers and Civilians. Information on ordering these packets is available from the Education Division.

If you would like to suggest topics for future columns, or to propose different approaches for working with documents in the classroom, please write: Academic and Curricular Development, Education Division, (NEE) National Archives and Records Service (GSA), Washington, D.C. 20408.

Three Photographs of Children at Work, Circa 1908

The growth of industry after the Civil War increased the demand for workers and pulled more and more children into the labor force. In the twenty years between the census reports of 1890 and 1910, the number of working children between the ages of 10 and 15 rose from 1.5 million to 2 million. By 1910, children made up 18.4 percent of the total labor force.

In the National Child Labor Committee, a public interest group that started in New York City in 1904, opposition to child labor found a strong voice. The NCLC began its investigations with child labor conditions in coal mines, capitalizing on the public concern raised during the nationwide coal miners strike of 1902. Later NCLC investigations centered upon the glassmaking industry, textile mills—especially in the South—and the canning industry.

Eyewitness accounts of the kind of working conditions of child laborers that the NCLC was investigating and publicizing at the beginning of the twentieth century appear in *Children and Youth in America*, Volume II, Robert H. Bremner, editor (Harvard University Press, 1971). One such account, taken from John Spargo's *The Bitter Cry of the Children* (New York, 1906), describes conditions in a glass factory:

I shall never forget my first visit to a glass factory at night . . . the boys employed, about forty in number, at least ten of whom were less than twelve years of age. It was a cheap bottle factory, and the proportion of boys to men was larger than is usual in the higher grades of manufacture. The hours of labor for the "night shift" were from 5:30 pm to 3:30 am. Then began the work of the "carrying-in boys," sometimes called "carrier pigeons," [who] took the red-hot bottles from the benches, three or four at a time, upon big asbestos shovels to the annealing oven. . . . The work of these "carrying-in boys," several of whom were less than twelve years old, was by far the hardest of all. They were kept on a slow run all the time from the benches to the annealing oven . . . was one hundred feet, and the boys made seventy-two trips per hour, making the distance traveled in eight hours nearly twenty-two miles. Over half of this distance the boys were carrying their hot loads to the oven. The pay of these boys varies from sixty cents to a dollar for eight hours' work.

Another account, taken from Al Priddy's *Through the Mill* (Norwood, Massachusetts, 1911), describes conditions in a cotton mill:

The mule-room atmosphere was kept at from eighty-five to ninety degrees of heat. The hardwood floor burned my bare feet. I had to gasp quick, short gasps to get air into my lungs at all. My face seemed swathed in continual fire.

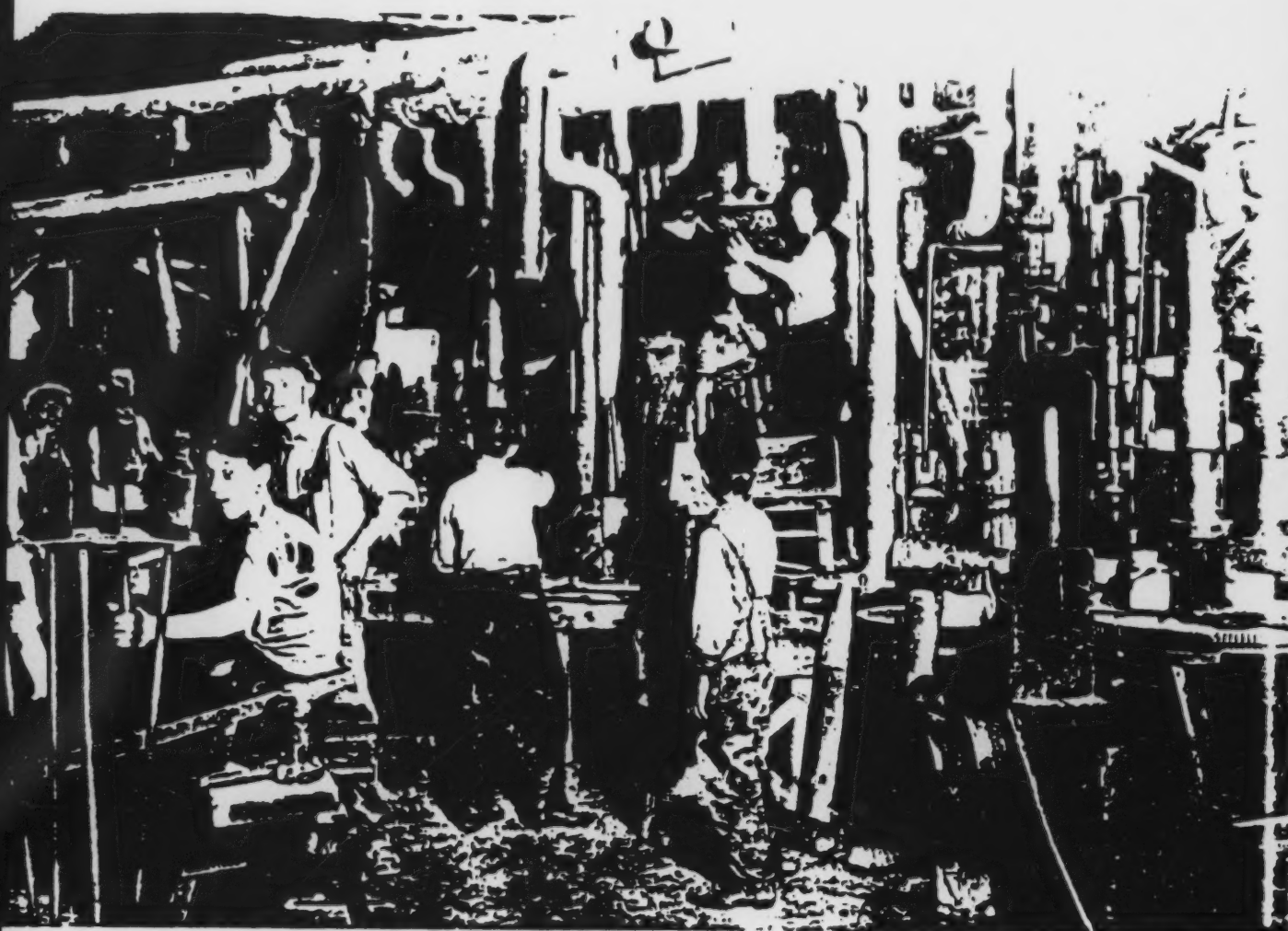
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National Archives 102 (H 90)

#90 A Typical glass works boy, night shift. Said he was 16 years old. 1:00 A.M. Indiana, August, 1908. [Original caption]

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#120 9:00 P.M. Indiana Glass Works (August, 1908). [Original caption]

National Archives 102-20-102

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National Archives 102 LM 348

#348 Spinners and doffers in Lancaster (S.C.) Cotton Mills. 12/1/1908. [Original caption]

Taken from: Teaching About American Labor History
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THE LESSON: WORK AND WAGES

The Student Reading Jenny the Factory Girl

"E - e - e - o - o - w - w."

The long and loud scream of pain filled the whole room. The clackety humming of the eighteen sewing machines stopped. The ten cutters looked up from their messy tables. The pressers held their heavy irons suspended in the air as they stared at the screaming woman. Jenny stopped her sewing machine, stunned by the sound. An older woman down at the end of the row of sewing machines stood up, squeezing the index finger of her left hand tightly, her face twisted and white with pain. Now crying softly, she ran to the little bathroom in the corner.

Jenny was only thirteen years old, the youngest worker in the room. But she knew what had happened. The needle of the sewing machine had gone through the woman's finger, splitting the bone in two. In a few minutes, everyone else was back to work: the sewing machine operators, the cutters and the pressers. Jenny sat idle, staring into space. Then she felt the hairy hand of the boss, Max Green, on her shoulder.

"Get back to work, girl," he said in his gruff voice.

"Isn't anyone going to help her?" asked Jenny, turning to face the short, fat man standing behind her.

"Don't ask questions. Just get back to work. You are lagging behind the other sewers as it is. We make shirtwaists (blouses) and dresses here.. This ain't no hospital," said Max.

"But, but...", Jenny started to say.

"Don't sass back to me, girl. Get to work. If you don't, I will get another girl off the street to take your place in a minute," Max said harshly.

Clamping her lips together to hold back angry and bitter words, Jenny bent over her machine, sewing together as fast as she could the seams of sleeve after sleeve of the shirtwaists.

It was the middle of July in 1907, eighty years ago. Jenny was working on the fourth floor of one of the big red-brick buildings along First Avenue North in downtown Minneapolis. It was a large room with a rough plank floor and small windows in the front and the back. The three rows of sewing machines, the large tables of the garment cutters and the ironing equipment did not fill it up. But it was cluttered everywhere with huge rolls of material, piles of garments being cut or sewn and big boxes of finished shirtwaists, dresses and other kinds of women's clothing waiting to be shipped out to stores.

Jenny was only thirteen. But in those days, eighty years ago, boys and girls who finished the eighth grade were allowed by the laws of Minnesota to go to work. And most of them did. Only a few children entered the ninth grade and finished high school.

Jenny had started working at her sewing machine with seventeen other women and girls at 7:00 a.m.. She would keep on sewing on sleeve after sleeve until 6:00 p.m. There were no rest periods except for one hour off at noon to eat lunch. She was paid one-half cent for every sleeve she completed. To earn one dollar a day, she had to sew two hundred sleeves.

Taken from: MFT Action.

As she operated her sewing machine, she remembered her pleasant school days at McKinley Elementary School. And she remembered also her nasty quarrel with her step-mother. She had burst into their house on Emerson Avenue in the last week of school in May.

"Miss Perman says that I am so good at English, math, science and history that I should start at North High in the fall," she told her step-mother.

"You'll do no such thing, young lady," said Mrs. Campbell with irritation. "Girls in this family don't go to high school. They work. Now put on an apron and hang up this washing."

"But Miss Perman says that I am so bright that I could even go to college. She says..."

"You will be going to work when school is out," interrupted Mrs. Campbell. "You will be working at Mr. Brown's laundry. It is time that you started earning your way here."

Jenny didn't like Mr. Brown, his laundry or the idea of turning over her wages to her stepmother. So when Aunt Nellie, her father's sister, found her a job at the garment factory and an attic room in the boarding house where she lived, she left home. Most weeks she earned between five and six dollars. Board and room cost four dollars a week, so she was able to save some money.

Her daydream was interrupted by loud and angry words coming from the back corner of the room. Max Green, the boss, was shouting and waving his arms at three of the cloth cutters. They listened to him for a while. Then they and all of the other cutters threw down their tools and walked out.

At 6:00 p.m. Jenny and Aunt Nellie left the factory to walk about a mile to their boarding house.

"What was the argument about, Aunt Nellie?" asked Jenny.

"The cutters belong to a union. They and all of the other cutters in the city want to stop doing piece work and get paid an hourly wage. They want \$.15 an hour. Max told them no, so they walked out on strike," said Nellie.

"If they don't work, we can't either, can we?" asked Jenny.

"Some of us older women could cut out the garment pieces," answered Nellie.

"Would you do that? Take their jobs away from them?"

"I don't know. We do need the money, Jenny, to pay for our board and room. They also told Max that the place isn't safe to work in. With all that clutter, a fire could start easily. And there is no fire escape. We could get blocked from that single door and get burned to death."

"And it is always so hot and humid in there. It is a real sweatshop. We need more and bigger windows so we could get fresh air," said Jenny.

Worried about their jobs, Jenny and Nellie finished their walk and ate their supper in silence.

(Jenny worked at other garment factories, at a restaurant and as a chambermaid in a downtown hotel in Minneapolis. She married at seventeen and never did go to high school. But three of her children and nine of her grandchildren earned college diplomas.)

THE LESSON: CHEATING THE CHILDREN

The Second Student Handout

Diary of an 11 Year Old in 1877
based upon The Molly Maguires by Anthony Bima

Today I woke up at 5:00 a.m. I was too tired last night to bring in wood for the fire so I had to bring in six loads right away. It was so cold this morning that I had to chip the ice in the basin to get water to wash my face. After that I ate breakfast.

My ma put on an extra scarf and an old pair of mittens so my hands wouldn't freeze at work. I hurried out so I wouldn't miss the coal mine's train car. Even though I have to pay \$1.40 a week for my ride, it's better than walking several miles to get to the mine by 7 a.m. Maybe next year my wages will go up to \$2.50 a week. Some of the little kids only make \$1.00 a week -- no wonder they don't take the coal mine train.

I spent all day in the cold, black mine shed where I picked and picked at heaps of black coal and sorted it from the slate. It came down the slide so quickly today...the dust in the air made it hard to breathe. My back really hurt from sitting on that hard, low bench and bending over all day. Sorting that coal is a dirty job. I could hardly look up -- but no one talks, smiles or laughs all day anyway. Even though my back aches and is bent I guess I'm lucky to be alive. I keep thinking about my three friends who died last month. They were only a few years older than I am.

When it was too dark to see any longer, we finally quit working for the day. I was covered with black dust as I got on the crowded train car for the ride home. It was hard to stay awake. When I got home I was too tired to play. I wonder if I'll ever learn to read or write.

Taken from MFT Action.

Lesson 3: Time Use - Then and Now

Labor Concepts:

Children worked long hours each day. They had jobs instead of attending school. After a day at work, they did not have the time or energy to play or learn to read and write.

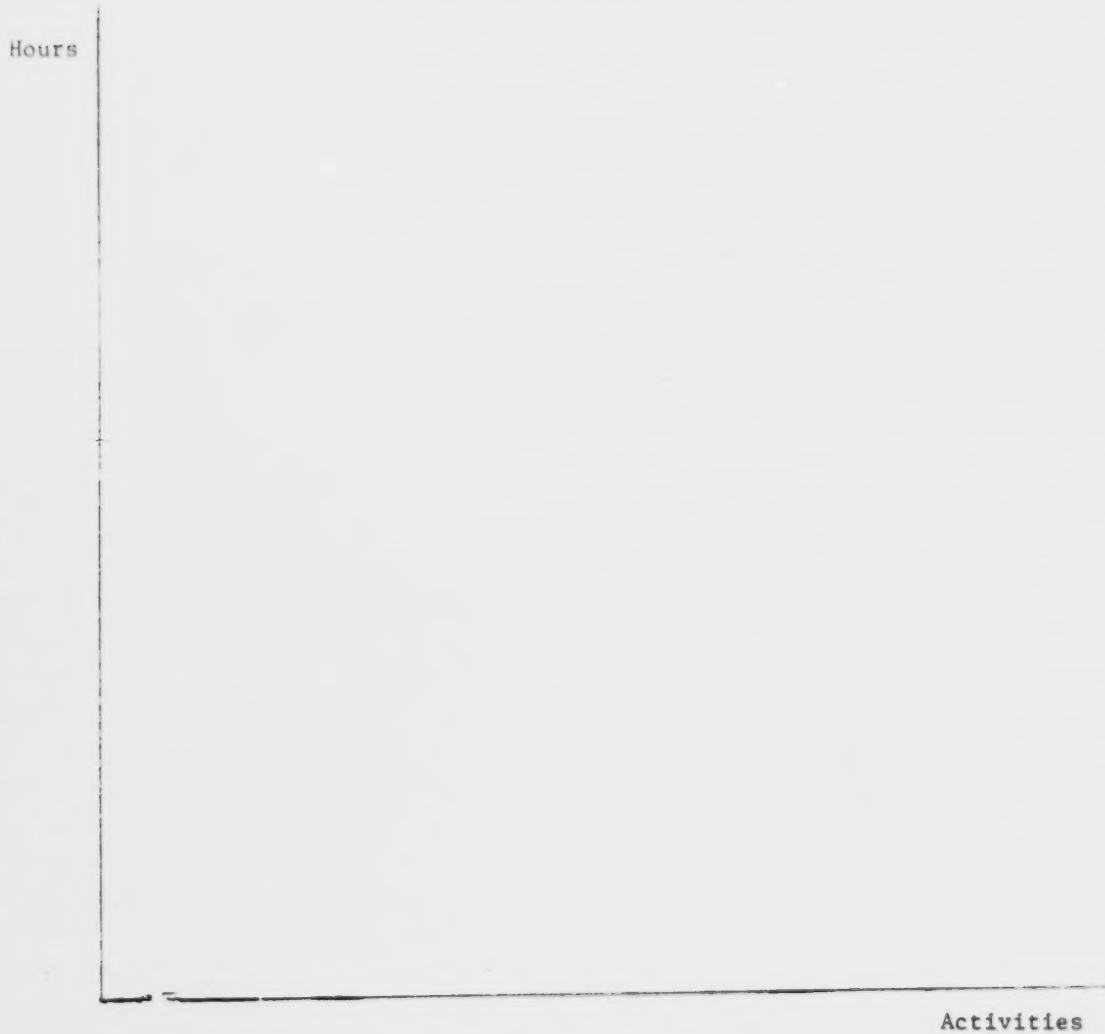
Students will be able to:

1. Tell how children in the labor market used their time.
2. Compare and contrast time use then and now.
3. Tell how working children's lives were different because of these differences.
4. Evaluate the value of time uses then and now.

Procedure:

1. Make a graph of time use.
2. Review the articles read in lesson 2. Discuss how their time graphs would be different than ours.
3. Discuss the relationship between what we need, what we value and how we spend our time and energy.

MY TIME BAR GRAPH



1. Cut on the dotted line.
2. List activities across the bottom of the chart.
3. Put hours by each activity.

1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

MY TIME GRAPH



Fill in the amount of time you sleep, spend at school, eat, help at home, play and _____ .

Lesson 4: Consequences of Child Labor

Labor Concepts:

1. Children that worked long hours usually did not get to go to school.
2. Children often had to support themselves and/or their family.
3. Some of the jobs children had provided them with a place to live. This made more room for other family members if the home was already crowded.
4. People place value on work and education. These values vary and they may change with time.
5. An individual child (or person of any age) doesn't have much power to change things.
6. Many children still must work to earn money for themselves and others.

Students will be able to:

1. Discover the positive and negative consequences of children quitting school to go to work.
2. Evaluate real present day situations.

Procedure:

1. Work in cooperative groups.
Read the question.
Decide one or more short-term and long-term consequence.
Discuss:
Can these consequences be changed?
If short-term consequences are positive, but long-term consequences are negative which do we consider is most important?
Do these consequences just affect one person or are other people involved too?
2. Large groups work:
Discuss the findings of the small groups.
Read and discuss newspaper articles.

CORT THINKING

C & S

Consequence and Sequence

A new law is suggested to allow school children to leave school and start earning a living as soon as they want to after the age of 12.

As a group:

1. Decide one or more: short-term consequence
 long-term consequence
2. If short-term consequences are positive, but long-term consequences are negative which do we consider more important?
3. Do these consequences affect one or more people. List people involved.

St. Paul Dispatch

3-14-89

Late-night work ban for students advances

By Bill Sellebury
Staff Writer

Students ages 16 and 17 would be barred from working past 11 p.m. on school nights under a bill given preliminary approval by the Minnesota House on Monday.

"This is a strong measure to help protect our children," the bill's sponsor, Rep. Len Price, DFL-Woodbury, told his colleagues before the vote.

The House approved the measure 95-35. Seventy-five DFLers and 20 Independent-Republicans voted in favor, while 32 IRs and three DFLers voted "no."

Price said the legislation is needed because some employers intimidate high school students into working late, and those students often perform poorly in school.

"Working late into the night does affect school performance," Price said. "Testimony from parents, teachers and students indicates that students are so tired that they often do not do the homework assignments, they fall asleep in class, and as a result have poor grades."

Price, a teacher, said he has often seen such cases firsthand.

But critics said the bill won't get teen-agers off the

Work

Continued from Page 1A

streets or stop them from watching television after 11 p.m.

"What you need is a statewide curfew," said Rep. Terry Dempsey, IR-New Ulm.

Sixteen- and 17-year-olds who don't attend school won't be affected by the bill, so they will take late-night jobs to make money, Dempsey said. "You've created an incentive to drop out of school," he asserted.

Rep. Steve Sviggum, IR-Kenyon, argued that parents and children should have the right to choose whether to work late.

"The issue before us is whether government knows best. I don't think it does," Sviggum said.

Price responded that many parents requested the work curfew so they don't have to argue with their children over working late.

Late-night work hours are common for teen-agers, he said. A recent survey of Anoka and Blaine high school students showed 60 percent to 70 percent of

them work, and about one-fourth of those with jobs work past 11 p.m. at least one night a week.

Other proponents of the legislation said students work whatever hours employers assign them because they fear being fired.

"There is exploitation of our most fragile people, our young people," said Rep. James Rice, DFL-Minneapolis.

Under the bill, an employer who violated the curfew would be fined \$50 for each underage employee. A repeat violator could be charged with a gross misdemeanor.

The measure would strengthen existing child labor laws, which ban employing minors under age 14 and those under 16 during school hours and after 9 p.m. on school nights. There are no similar restrictions on 16- and 17-year-olds under the law now.

A companion bill, sponsored by Sen. A.W. Diessner, DFL-Afton, is pending in a Senate committee.

Bill to limit teen working hours pits schools against businesses

By Lee Suzukano
Staff Writer

Matt Masloeki is only a high school sophomore, but he's already saving money for college.

The Henry Sibley High School 16-year-old said he's been working the past eight months at the Arby's restaurant on South Robert Street in West St. Paul and he's socked away \$1,100 so far. He plans to attend either the College of St.

Thomas in St. Paul or the University of Minnesota at Duluth.

"If I make enough, I'll go to St. Thomas. If not, I'll go to UMD," he said.

Masloeki, a B student from West St. Paul, is pretty typical of the thousands of 16- and 17-year-olds who work and attend school in Minnesota, usually without fanfare.

Last week, however, he and

other working teen-agers like him got caught in the middle of what promises to be a fierce struggle in the Legislature over the state's child labor laws.

The fight is over a bill that would restrict the hours that 16- and 17-year-olds can work. Currently, there are no restrictions on teen-agers, but the bill, proposed by Rep. Len Price, DFL-Woodbury, would prohibit them from working

past 11 p.m. on the night before a school day.

So far, no one has asked the teen-agers what they think of the bill. If they asked Masloeki, they would find he doesn't think much of it.

"I think they should reject it," he said. "Kids should be able to work when they want."

"They only work four or five hours after school, and that gives

Please see Teens/5A

Continued from Page 1A

them enough time for their homework," he said.

The bill was prompted by educators like Price, who is a teacher and thinks teen-agers are working too much to the detriment of their grades and futures.

In a debate last week before the House Labor-Management Committee, teachers told of students assigned to work as late as 4 a.m. They said their students were unable to get their work schedules changed because they feared being fired.

"As a high school teacher, it is not unusual for me to see high school kids tired and falling asleep during class," Price said during the debate.

The schools are under pressure to improve their students' academic performance, but educators said they are being frustrated by working students who are too fatigued to pay attention in class.

Working students are not a rarity either. A survey by the Anoka-Hennepin Education Association found that 60 to 70 percent of Anoka and Blaine high school students are employed.

One half of them work past 10 p.m. on one school night a week, while one-third work past 10 p.m. two nights a week, the survey showed.

One quarter work past 11 p.m. one night a week and 10 percent work past midnight one night a week, the survey added.



Matt Masloeki, 16, who works at a West St. Paul Arby's restaurant to save money for college, opposes a bill that would restrict the hours he and other teens can work. Staff photo by [unclear]

Continued...

BEST COPY AVAILABLE

Continued from page 20...

On the other side in this tag-of-war is the fast-food industry, which says the bill is a threat to its very survival.

"We were opposed to 16-year-olds and we are violently opposed to including 17-year-olds," being restricted, said Arnold Hewes, executive vice president of the Minnesota Restaurant Association.

If the bill passes, it would severely restrict the labor pool for restaurants, particularly ones in fast food that are open past 11 p.m. Hewes said. He predicted they would simply close by 10 p.m. because they couldn't find anyone to work and clean up later.

Hewes said adults are not filling the jobs because they prefer to work during the day, and educators say that is precisely the problem. It is a fierce struggle, and the teenagers are the prize.

If the bill were law today, Maloski probably wouldn't be affected. Although he works sometimes as many as 30 hours a week, he said he doesn't work past 9 p.m. on weeknights.

"I get done by 9, get done with my homework in half an hour and I'm in bed by 10:30 p.m., which gives you eight hours of sleep," he said.

Under the proposed bill, an employer caught working 16- and 17-year-old students past 11 p.m. before a school day could be fined \$50.

(Current laws prohibit only the

employment of children under 14 and those under 16 during school hours. The law also prevents working teens under 16 after 9 p.m. on nights before a school day and before 7 a.m.)

But while Maloski panned the bill, 17-year-old Anna gave it a thumbs up.

Anna, who asked that her real name not be used, also works in a fast-food restaurant. She said she supports the bill because she's seen many students who work late hours and fall asleep the next day in class.

She fell in that category herself awhile back.

Finished at 2 a.m.

"There are times that I got off closing and got out at 2 a.m.," she said. "You get home and you're real tired and you say, 'Forget eating, I just want to go to bed.'" she admitted.

She said she doesn't fall asleep in class anymore, even though she works 30 hours a week. Nor have her grades changed since she began working.

Her mother backed her up on that point. "She's an average student," Anna's mother said. "She's not going to Harvard, but she's interested in going to Iver Hills Community College."

But unlike Anna, her mother

wasn't impressed with the bill.

"I think some people should mind their own business," she said. "The parents should control when their children work."

"If the parents are going to be bums about their child, it isn't going to matter," she said. Hewes and other restaurant lobbyists make the same argument.

But educators worry that students are sacrificing the long-term benefits of education for the short-term pleasures of a little weekend spending cash.

They refer to examples of teenagers working simply "to live a more upscale lifestyle," as one educator said last week.

The motivation to work is, of course, for the money, but there seem to be as many uses for the money as there are students.

Maloski, for instance, said all but \$40 of his paycheck goes into a bank account for college, and his friends do the same.

"I'm putting \$110 in the bank every two weeks," he said.

Anna, who comes from a large family with little money for extras, uses her money for clothes, entertainment, her car and car insurance.

"I know a lot of people who work for the money, and they splurge on things, but I've got real set things

to do," she said. The job is teaching her responsibility, she and her mother agreed.

Sharoni Marchbanks, 16, of South St. Paul, works at a Taco Bell restaurant on South Robert Street in West St. Paul. She said her supervisors honor her requests to change her schedule so she doesn't work later than 9 p.m. on a school night.

"I try not to let it interfere with school," she said.

Marchbanks said she got a job "because I like to work around people — and basically to pay off my entertainment center." She recently bought a compact disc player.

Big fight predicted

Hewes promised a ferocious fight when the House and Senate bills next come up for debate. The restaurant industry plans to send restaurateurs and maybe even some students to lobby the legislators, he said.

Meanwhile, the students keep plugging away at their jobs and at school.

Anna also doesn't believe that the lure of making a few bucks now will deter her from her goal of attending college.

"It just isn't worth it to quit school for a job that pays \$3.90 to \$4 an hour," she said.

St. Paul Pioneer Dispatch 3/12/89

Stolen Childhoods

The Union Advocate, Feb. 20, 1989

'If we give them meals, then we can control them'

Editor's Note: Cox Newspapers reporters Joseph Albright and Marcia Kessel and photographer Rick McKay documented the shocking facts about child labor in a special series published in 1987. Following is a short excerpt from their reports. A complete text of the series is available by writing to Corporate Communications, Cox Enterprises, 1400 Lake Harris Drive N.E., Atlanta, GA 30319.

MARRAKESH, Morocco — Nasser Yebbouh likes his workers young.

"We prefer to get them when they are about 7," said Yebbouh. He oversees a barren, one-room carpet factory where the sweet sickly odor of wool dust hangs over a corps of 250 girls and young women who sit elbow to elbow at hand looms for 55 hours a week.

One-third of the rug weavers at the Marrakech Tapis factory looked no older than 10.

Children's hands are nimbler, said Yebbouh. "And their eyes are better, too. They are faster when they are small."

The factory is one piece of a global shame.

Tens of thousands of well-to-do employers like Yebbouh work children for pennies an hour in mind-blunting or dangerous jobs. Others make money by maneuvering children into criminal work, turning 13-year-old girls into prostitutes or homeless boys into street thieves.

Laws in nearly every nation ban such practices. Yet in many countries, the laws to protect children are not working.

Governments figure in the shame. Throughout a nine-month inquiry by Cox Newspapers into exploitation of working children, the same racist scenes repeated from Morocco to India to the Philippines to Brazil to Thailand: children sweating while labor inspectors, police and export promotion bureaus look the other way.

Some employers were remarkably candid, though never apologetic, while others sought to bluster around the conditions they allow:

• "There are no accidents," declared the manager of a glass factory in India where soot-covered boys who look as young as 8 carry molten glass on the tips of poles, dodging open furnaces, piles of broken glass and

one another as they scurry to keep up production. The scars on their faces contradicted the manager's words.

• "If we give them meals, then we can control them very easily," said an executive of a Thai toy factory, where young girls get rice and soup, a mat on the floor in the factory dormitory, and 6 cents an hour for working up to 90 hours a week. The policy works. A 15-year-old toy wrapper said she gets to leave the factory once a week at most.

• "The fact that we have girls on stage, the fact that you can make arrangements with the girls, that's part of the fun," said an American businessman whose go-go bar in Manila collects \$8.75 every time one of the girls walks out and sells her body to a tourist. Fun was not a highlight on the job for one 13-year-old dancer. She wept and asked a visiting couple to adopt her.

Children not only yield cheap labor for the employer, but also produce merchandise bargains for blue-chip foreign companies that wouldn't think of keeping children on their own payrolls.

Child labor, sweatshops return in U.S.

ST. PAUL — Child labor in the United States, thought to have been wiped out by legislation in the 1930s, is on the upswing.

Thousands of children are estimated to be working illegally in the apparel industry and the number has been growing since the late 1970s, according to one union. "Thousands more teenagers are working legally in the fast food industry, but children's advocates are questioning whether they are losing valuable school and leisure time.

In 1938, Congress passed legislation setting 16 as the minimum age for children

working in most non-agricultural jobs. But some children, many of them members of farm worker families, remained in the workforce and a few employers continued to employ children in violation of the law.

In 1986, the U.S. Department of Labor took action in cases involving 12,662 minors working illegally, according to a Cox Newspapers report. Three-quarters of the cases involved children aged 15 and under.

But these numbers don't tell the entire story. In at least one industry — apparel — children are working and the employers have, at the very least, the tacit approval of

the federal government.

Youngsters are victims of the return of sweatshops and industrial homework, said Susan Cowell, a vice president of the International Ladies Garment Workers' Union. In New York, Los Angeles, Miami and dozens of other cities, sweatshops are increasing, she said.

Workers in these shops, in addition to working long hours at low pay, often are required to take work home with them. Other workers are employed fulltime as homeworkers.

(See SWEATSHOPS, page 8)

UNION ADVOCATE 7

SWEATSHOPS

(from page 7)

In both cases, these workers do not enjoy the protections of minimum wage, overtime and other laws. They generally are the most vulnerable workers in American society — most often non-English-speaking immigrants and nearly always women. Often, their children work beside them.

"Industrial homework is sewing work done at a very low piece rate," Cowell said. "What happens is the woman ends up working long hours, late into the night, getting the kids involved."

"There are tens of thousands of workers illegally doing homework," she said. "Also thousands of children" working as well.

The federal government, instead of putting its resources into fighting industrial homework, has worked hard to legalize the practice.

Shortly before President Reagan left office, the U.S. Labor Department lifted the 45-year ban on homework in five industries: production of gloves and mittens, embroidery, buttons and buckles, handkerchiefs and jewelry.

The administration justified its efforts by downplaying the adverse effects.

"They talk about women in rural areas sewing ski caps — and that's just not the reality of the apparel industry," Cowell said.

The ILGWU and several other unions are fighting the new rules in court.

Another, more modern "sweatshop" is raising concerns among parents and educators. It is the fast food industry, one of the top employers of teenagers. McDonalds, Burger King and the dozens of other fast food employers depend on a large force of teenagers who work part-time at a relatively low wage and receive no benefits.

In many cases the teenagers work for spending money. But recent estimates in-

dicate that at least one-quarter of the teenagers who work are providing income to their families.

Children's advocates are concerned about the increasing amount of time teenagers are spending at work, rather than in school or other activities.

Bills have been introduced in both houses of the Minnesota Legislature to prohibit high school students under the age of 17 from working after 11 p.m. on school nights. Proponents said the proposal may address the problem of students arriving late to school or falling asleep in class.

But while states such as Minnesota are seeking to limit the hours that children can work, the federal government has attempted to do the opposite.

In 1982, the Reagan administration sought to loosen labor laws to allow 14-year-olds to work after school until 9 p.m. as cooks, bakers and switchboard operators. The effort died due to heavy public opposition.

Lesson 5: Child Labor Law

Labor Concepts:

1. Groups of people banded together to change laws and provide a better way of life. Unions are people that are organized in the labor market.
2. In 1904 in New York City a group called the National Child Labor Committee strongly opposed child labor. They studied conditions in coal mines, glassmaking, textiles and the canning industry.
3. The American Federation of Labor opposed the use of child labor. They wanted states to regulate or eliminate it. They also wanted compulsory education laws. Effective laws weren't passed until 1930.
4. "Homework" was very important to family's income. In New York about 60 thousand children worked for the garment industry about 1900. There were laws to prevent this, but they weren't enforced.
5. Lewis Hine crusaded against child labor in 1910 on a national level. Over 240,000 young people worked in mines, mills, shops and streets.

Students will be able to:

1. tell how child labor changed in the U.S.
2. define what a union is and how it works to change things that are unfair.
3. define protective legislation.
4. tell why child labor still exists in other countries.
5. evaluate current situations (example: limiting teen late night working hours).

Procedure:

1. In a large group we will discuss the history of child labor laws.
2. In small groups they will evaluate current situations here and in third world countries.

Lesson 6: Evaluation

Procedure:

1. We will review concepts.
2. We will re-define vocabulary

wages	management
responsibilities	miners
employer	members
employee	pay
labor market	safety
union	productivity
issues	protective legislation
job	sweatshop
child labor	"breaker boys"
"homework"	compulsory education
3. Students will take a test.
4. For extra credit students may create a word find or crossword puzzle for another student to do.

Child Labor Quiz

- DEFINE:

sweatshops
breaker boys
unions
wages
employer
compulsory education
child labor

THE NATURE OF WORK

Grades 2 and 3

Labor Studies Unit: The Nature of Work

Our unit, designed for grades two and three, includes five detailed lesson plans and supplements that will require four to six weeks of class time. This social studies unit involves an inter-disciplinary approach with correlations in writing, communications, literature, mathematics, and art. The students will participate in cooperative small and large groups to problem-solve and reach consensus.

Lesson Titles:

1. What is Work?
2. Labor Language
3. Child Labor - Then and Now
4. Change Making
5. A Change Maker

Lesson 1: What is Work?

Labor Concepts/Objectives:

Students will understand the who, why, and rewards of work. Students will be aware of jobs related to school and community.

Procedures:

1. Discussion: Who works? Why do people work? What do they get for their work? Who do they get it from?
2. Brainstorming: List, using the mapping technique, jobs related to their school and community (terms stated in gender fair language).
3. Students will make a collage or mural depicting people at work.
4. Each student will interview three people about their work and share their findings with the class. (See attached.)
5. The class will graph the results of the interviews into job categories. (See attached.)

Correlations:

1. Communications
2. Writing
3. Mathematics
4. Art
5. Higher order thinking skills

Resources:

1. Interview and graphing worksheets
2. Paint, paper, and magazine or newspaper pictures



People At Work

Find out more about people and the work that they do. Interview three people that you know. Only one of the three can be your mom or dad.

Ask each person the questions on your Reporter Page. Write down their answers. Draw a picture of each person at work. You will need three reporter pages.





Reporter Page

Reporter Name _____

Worker Name _____

Questions:

1. What is the name of your job? _____

2. What kind of work do you do in your job? _____

3. How did you learn to do your job? _____

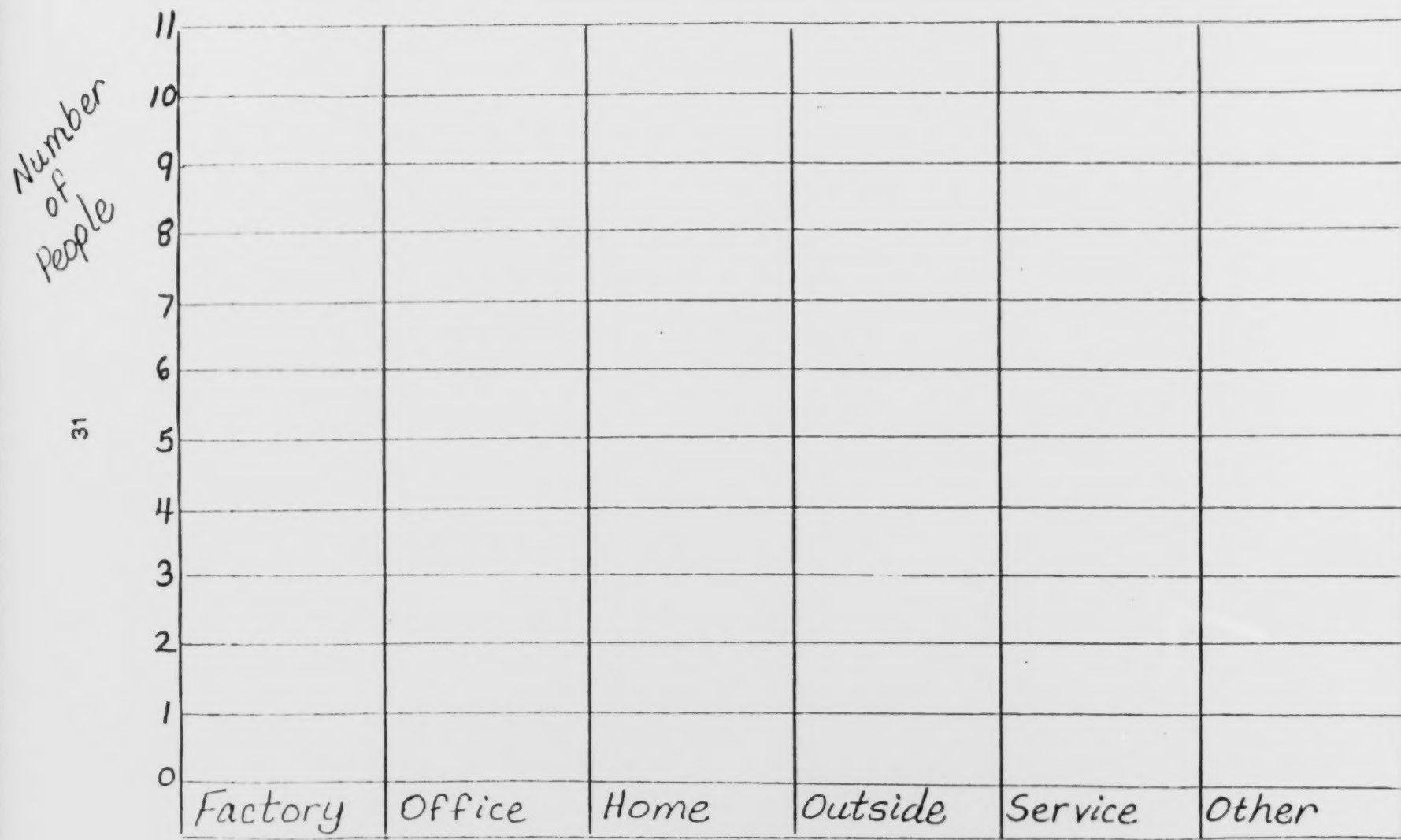
4. What do you like about your job? _____

5. What don't you like about your job? _____

Illustration:

This bar graph is about _____.

It was made by _____ in _____.



Lesson 2: Labor Language

Labor Concepts/Objectives:

Students will be familiar with specific labor terms and definitions.

Procedures:

1. Introduce and discuss the meaning of labor terms - labor, wages, employer, etc.
2. Students will demonstrate an understanding of the terms discussed by solving a crossword puzzle. (See attached.)
3. Students will locate each of the terms discussed on a find-a-word worksheet.

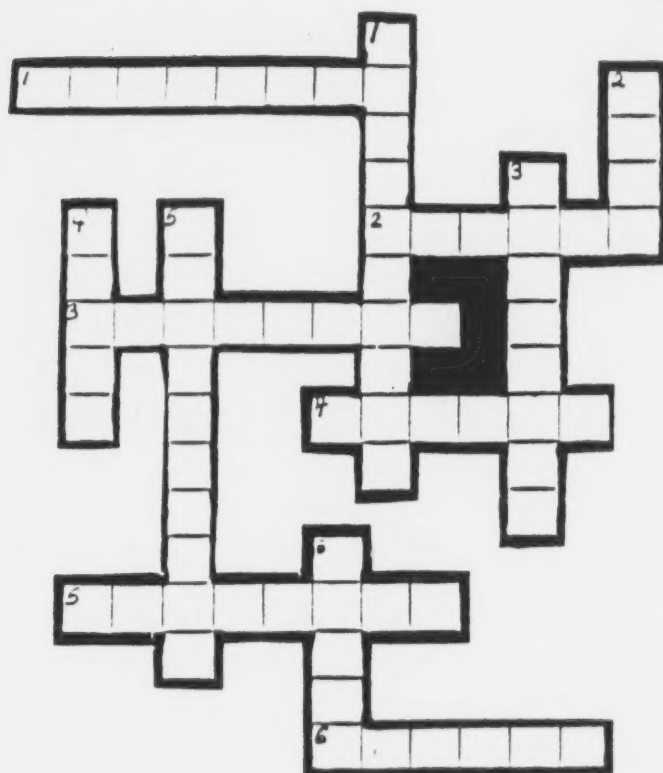
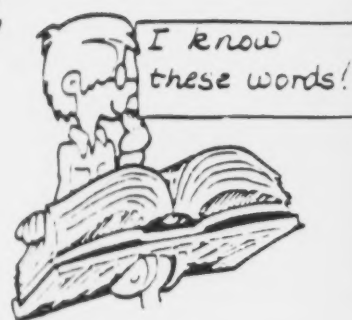
Correlations:

1. Reading
2. Communications

Resources:

1. Crossword puzzle worksheet
2. Find-a-word worksheet

Labor Language ³³



Word Bank

benefits
contract
employer
fair
labor
management
paycheck
production
salary
unfair
wages
worker

Across

1. a person who hires someone
e _ _ _ _ _

2. not right
u _ _ _ _

3. extra things gained
b _ _ _ _ _

4. does work
w _ _ _ _ _

5. a promise written down
c _ _ _ _ _

6. money paid for work
s _ _ _ _ _

Down

1. what is made from work
p _ _ _ _ _

2. right
f _ _ _

3. money paid for work
p _ _ _ _ _

4. work that is done
l _ _ _ _

5. people that direct or control
m _ _ _ _ _

6. money paid for work
w _ _ _ _

Bonus: What three words mean the same thing?



Word Find

All of the words
go either across,
down, or
diagonally.



BENEFITS
CONTRACT
EMPLOYER
FAIR
LABOR
MANAGEMENT
PAYCHECK
PRODUCTION
SALARY
UNFAIR
WAGES
WORKER



Lesson 3: Child Labor - Then and Now

Labor Concepts/Objectives:

Students will be aware of child labor as it was eighty years ago. Students will have an understanding of what their lives might be like without child labor legislation.

Procedures:

1. Discussion generated by child labor photographs from early 1900's and a newspaper article, Diary Of An 11-Year-Old in 1877, on differences in child labor now.
2. Introduce and explore the meaning of terms fair and unfair labor practices - working conditions, health and safety, hours, etc.
3. Students will form small groups and record their specific feelings and reactions to the photographs and newspaper article.
4. Each child will write two original paragraphs - one about child labor then and the other about child labor now - and illustrate each.

Correlations:

1. Writing
2. Communications
3. Art
4. Higher order thinking skills

Resources:

1. Child labor photographs
2. Newspaper article - Diary Of An 11-Year Old In 1877

DIARY OF AN 11-YEAR-OLD IN 1877

based upon
The Molly Magulres
by Anthony Bima

Today I woke up at 5:00 a.m. I was too tired last night to bring in wood for the fire so I had to bring in six loads right away. It was so cold this morning that I had to chip the ice in the wash basin to get water to wash my face. After that I ate breakfast.

My ma put out an extra scarf and an old pair of mittens so my hands wouldn't freeze at work. I hurried out so I wouldn't miss the coal mine's train car. Even though I have to pay \$1.40 a week for my ride its better than walking several miles to get to the mine by 7 a.m. Maybe next year my wages will go up to \$2.50 a week. Some of the little kids only make \$1.00 a week — no wonder they don't take the coal mine train.

I spent all day in the cold, black mine shed where I picked and picked at heaps of black coal and sorted it from the slate. It came down the slide so quickly today . . . the dust in the air made it hard to breathe. My back really hurt from sitting on that hard, low bench and bending over all day. Sorting that coal is a dirty job. I could hardly look up — but no one talks, smiles or laughs all day anyway. Even though my back aches and is bent I guess I'm lucky to be alive. I keep thinking about my three friends who died last month. They were only a few years older than I am.

When it was too dark to see any longer, we finally quit working for the day. I was covered with black dust as I got on the crowded train car for the ride home. It was hard to stay awake. When I got home I was too tired to play. I wonder if I'll ever learn to read or write.

Taken from MFT Action

Lesson 4: Change Making

Labor Concepts/Objectives:

Students will become familiar with the ways to generate change in the workplace.

Procedures:

1. Discussion/brainstorm ways to bring about change. Give students a hypothetical situation. Illicit their responses, list them on the board and discuss the ways that are positive and those that are negative.
2. Students will meet in small groups. They will be presented with a hypothetical work situation and required to discuss ways to illicit positive change. They will need to come to a consensus and record their responses. Responses will be shared with the class by role playing.

Correlations:

1. Communications
2. Writing
3. Problem solving/higher order thinking skills

Lesson 5: Change Maker

Labor Concepts/Objectives:

Students will know that people working together can make change.

Procedures:

1. Read to and discuss with the students Althea's, What Is A Union?
2. Read to and discuss with the students Doreen Rappaport's, Trouble At The Mines, the story of Mother Jones.
3. Students will write their perceptions of how people made changes in each book and illustrate.

Correlations:

1. Reading
2. Writing/listening
3. Communications
4. Art

Resources:

1. What Is A Union?, Althea
2. Trouble At The Mines, Doreen Rappaport

DEFINING UNIONISM

Grades 1 and 2

Defining Unionism

Lesson 1 - What Are Unions?

Learner Outcomes:

1. Students will be introduced to the term union and begin to understand its formation.

Materials: Puppets, small signs

Procedure:

1. Students will sit on floor in front of teacher.
2. Teacher introduces puppets Yul and Eunice. Yul and Eunice tell about their jobs at the plant and their long hours, low pay and little say in what they could expect. Children are encouraged to recall experiences and talk with the puppets.
3. Unionization. Yul and Eunice then shift conversation to tell about how they started meeting together and organized into a group that would talk to the employer together and plan to work things out by sitting down and having each side give their demands.
4. Puppets hold up signs with terms for next lesson collective bargaining, strikes, picket line, scab.

Lesson 2 - What Do Unions Do?

Learner Outcomes:

1. Students will acquire knowledge of union related terminology in order to use terms in discussion.
2. Students will role play positions in collective bargaining.
3. Students will use critical thinking to solve problems.

Materials: Puppets, signs

Procedure:

CAF (higher order thinking lesson)

Day 1:

1. Students are presented with situation - your employer has decided to have everyone come to work at 6 in the morning instead of 8. He will give you an hour for lunch instead of one-half hour but you will work until 6 in the evening instead of your 4 p.m. end of the day. Also you will have to buy three new uniforms but the employer will have two of them cleaned for you if you have them at the plant door at 6:45 a.m. on Sundays. You want to try to say that you don't like this situation but you're not sure what you're going to say.
2. Students get in groups and form plans for how they can respond to their employer - consider all factors.
3. Brainstorm ideas from groups on chart.
4. Redefine union by Yul and Eunice.

Next Day:

1. Role play - management and workers - Yul and Eunice first define collective bargaining and recall yesterday's chart of plans.
2. Teacher plays management role and students as union to model collective bargaining (the roles reverse).
3. Strike action - Yul and Eunice show examples with terms scab and picket line defined.
4. Yul and Eunice introduce Lorenzo the lobbyist who describes his political action role in unions and term lobby.

Lesson 3 - Where Are Unions?

Learner Outcomes:

1. Students will find out about jobs in which unions are a part.
2. Students will research a job of their choosing.
3. Students will write three things about their job that they would like to change and how they could do it through union action.
4. Students will investigate parents feelings about unions through a survey.

Materials: Books, charts, drawing paper

Procedure:

1. Teacher gives unionized job riddles for students to guess - write and post names on bulletin board. (Day 1)
2. Students begin research for jobs they wish to know about (library trips, books in classroom). (2 or 3 days)
3. Dress up day - students come in and present their job. (Day 5)
4. Students write three things they would like to change about their job through union action. (Day 6)
5. Students take home survey - developed by class.
6. Students returned surveys are charted. (Day 7)

ADVANTAGES OF BEING A UNION MEMBER

Grade 3

Subject: Social Studies Grade Level 3
Title: Advantages of Being a Union Member
Time: 1 hour

Instructional Objectives:

1. Students will experience the advantages of being a union member.
2. Students will experience the disadvantages of being a non-union member.
3. Students will be able to list several advantages of being union members.
4. Students will be aware of the importance of being a union member.
5. Students will experience being workers and receive pay for their work.

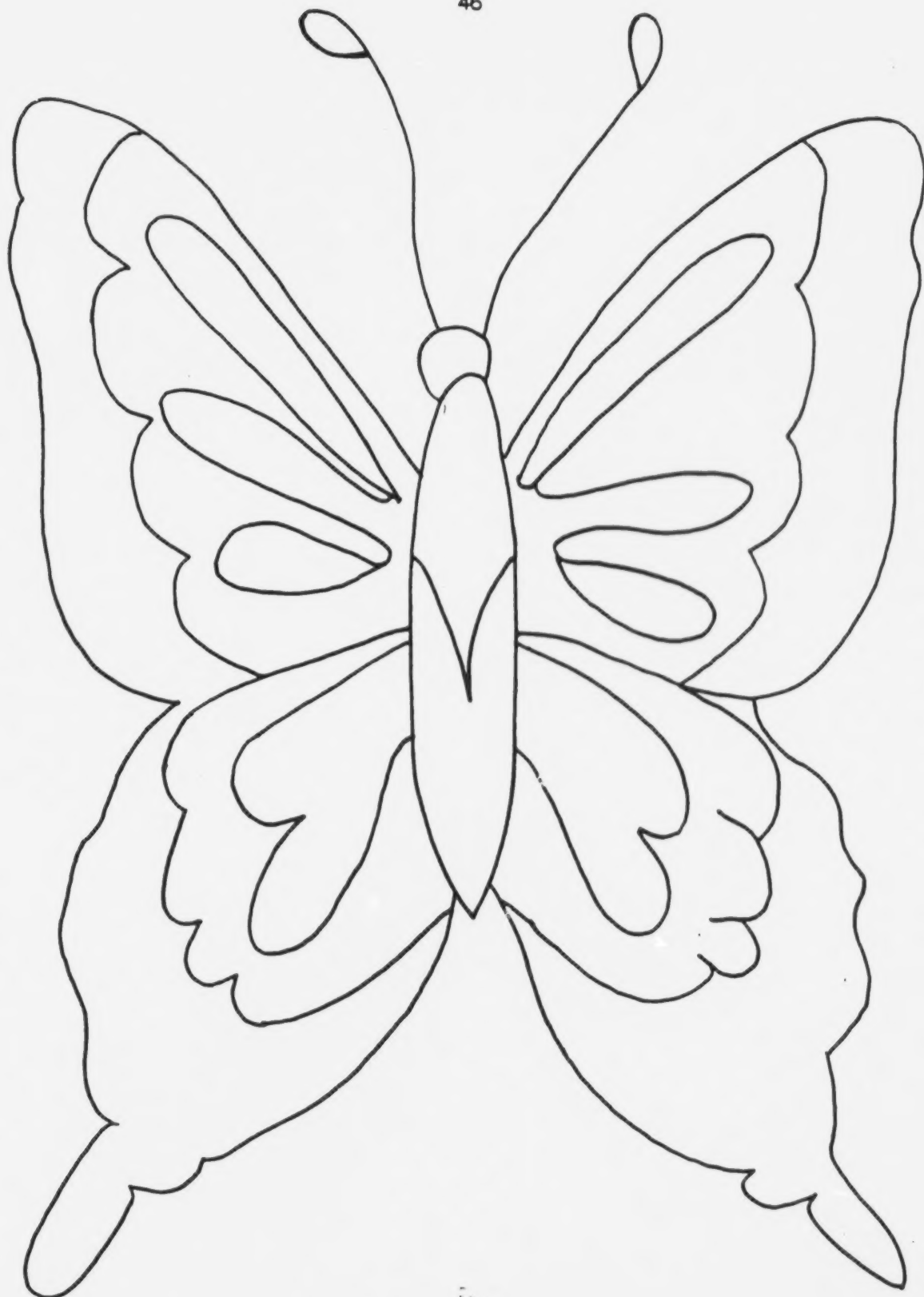
Teaching Procedures:

1. Lecture/discussion, two groups, cross cultural/cross gender seating.
- 2a. Review unions, and explain to children that they will be workers today.
- b. Put up "Butterfly Mobile Company" sign on the board, and tell students this is the company they will be working for.
- c. Divide pupils into two groups, explaining that one group will be unionized and one group will not be unionized. Put up sign in front of each group for "Union-Worker" and "Non-Union" workers.
3. Explain that their job at this company will be to make butterfly mobiles to be hung in the company's restaurant, and they will be paid for their work. They are allowed to make as many mobiles as possible.
4. Show copies of the finished butterflies and explain to pupils how they are to be made. Pass out two copies of the butterflies to each pupil and have them get out their supplies.
5. Before pupils begin their jobs they should be aware of some company rules, that will be discussed at the end of the lesson.
 - a. Union-members make take a lavatory break; one at a time during their project, non-members may not.

- b. Union members are free to move to a more comfortable work location, i.e., floor, reading table. They may also talk quietly to each other. Non-union members have none of these privileges. (At this time have union members move to their desired location.)
6. At the end of the unit, have the union members quit work five minutes earlier than the non-union members and receive their pay, i.e., play money, suckers, erasers, etc.
7. Have the non-union members clean-up the entire work areas as the union members observe, after which they will receive a pay that is unequal or less attractive than the unionized workers.
8. Discuss feelings, concerns, advantages and disadvantages. List these concerns and issues on the board. Have pupils discuss why they would want to be union members.
9. Mobiles can be hung from the ceiling in the classroom, or stapled or glued around the room.

Materials Needed:

1. Butterflies that have been dittoed on construction paper, enough for each student to receive at least 2.
2. Scissors
3. Glue or paste
4. Markers or crayons
5. Hole puncher
6. 36" string
7. Thumbtacks or staples to hang butterflies
8. For high ceilings a ladder may be needed



THE PURPOSES AND FUNCTIONS OF UNIONS IN AMERICA

Grades 2 and 3

Introduction

Our purpose is to introduce elementary school children, grades second and third, to the purposes and functions of unions in America. It is our objective to help these children learn about unions through activities and discussions. They will also learn the functions of the following:

1. Management
2. Skilled labor that is unionized
3. Unskilled non-unionized labor
4. Unskilled unionized labor

Each group will brainstorm:

1. The need for chores or jobs
2. What chores or jobs are
3. The value of jobs well done
4. Payment or compensation for their labor

Each group will learn the necessary vocabulary to complete and understand the assignment. Students will be encouraged to use these words during class time.

The teacher(s) will lead students in discussions of:

1. What was learned about labor.
2. What was learned about unionized labor.
3. What we enjoyed about this unit.
4. How we can use what we learned to our advantage.
5. What we learned about negotiating contracts.
6. What we learned about fair or unfair labor practices. These will be listed on the chalkboard so that similarities and/or differences can be clearly seen and understood.

Language Arts and Social Studies

The Ellington Pencil Factory

Length of Unit: Two Days

Objective

The children will understand the functions and working conditions of American workers through:

1. Management
2. Unionized skilled labor
3. Non-unionized unskilled labor
4. Unionized unskilled labor

Job Descriptions: Executives and Managers

The children will be divided into two working groups:

A. Executives

1. Meet with managers to discuss company policies of the Ellington Pencil Factory.
2. Make sure managers do their jobs as told; or hire someone who can.
3. Set rules for all:
 - a. Workers work 10-12 hours per day.
 - b. Work 2 hours before breaks.
 - c. No organized union meetings during daytime shifts.
 - d. Skilled workers cannot talk to unskilled workers about unionizing.

B. Managers

1. Must have more skilled workers than unskilled.
2. Check all groups to be sure they are doing their jobs.
3. Hire and fire laborers.
4. Make sure each skilled person produces 100 pencils per day.
5. Make sure each unskilled person sharpens 150 pencils, per day.
6. Monitor sawdust used to make pencils.

C. Salary

1. Executives earn 10 jelly beans per day.
2. Managers earn 8 jelly beans per day.

D. Materials

1. Sawdust from sharpened pencils.
2. Whistle (for breaks).

3. Jelly beans

E. Evaluation:

Through oral response, the children will be able to compare/contrast the working conditions of the 19th century to those of today. They will then write one paragraph discussing their reaction to the unit.

Unionized Skilled and Unskilled Laborers

Length of Unit: Two Days

Procedure

- A. The students will brainstorm as a group in these areas:
1. The need for chores.
 2. What chores are.
 3. Value of jobs well done.
 4. Payments for their labor.
- B. Vocabulary words for development:
1. Contracts
 2. Unions
 3. Unskilled laborers
 4. Skilled laborers
 5. Management
 6. Immigrants
 7. Labor/laborers
 8. Strike
 9. Compensation
 10. Picketing
- C. Functions and tasks:
1. The teacher will explain our task and position.
 2. Students will be divided into two groups.
 3. The other group feels superior, and doesn't want unskilled laborers to be part of the union.
 4. The second group will be lead in understanding why it is critical that unskilled labor join this group. Empathy for them will be expressed, and a private discussion with this group will take place with the teacher.
 5. These workers will be given the option of honoring strikes by the other workers.
- D. Job Description: (Unionized Skilled Workers)
1. All students will be given the task of making 300 pencils per person.
 2. They will also visit the other two labor groups, and note their conditions of work and treatment.
 3. All pencils will be sent to unskilled laborers for sharpening. During this activity, this group will be monitored by management.
- E. Benefits for this group:
1. Bathroom breaks
 2. Water breaks
 3. Lunch breaks
 4. Mid-day recess

5. Overtime work, receives 1-1/2 jelly beans

F. Wages: Six (6) jelly beans per worker

G. Materials needed:

1. Pencil shavings
2. Straws
3. Glue
4. Pencils

H. Evaluation

Language Arts and Social Studies

C.I.O. - Clomon Industrial Organization

Length of Unit: Two Days

Objective

The children will understand the functions and working conditions of American workers through:

1. Management
2. Unionized skilled labor
3. Non-unionized unskilled labor
4. Unionized unskilled labor

Job Descriptions: Unionized Unskilled Laborers

1. Work in the Ellington Pencil Factory sharpening pencils for four (4) hours a day.
2. Must meet a quota of 150 pencils per worker.
3. Must produce top quality products.

Salary: Five (5) jelly beans per day.

- Benefits:
1. Water breaks
 2. Bathroom breaks
 3. Lunch breaks

Procedures: Introduce "Labor," Chores and Work

- A. Children will brainstorm as a group:
1. The need for chores.
 2. The type of chores they do.
 3. The value of a job well done.
 4. Rewards - payment for their labor.
- B. Vocabulary Development - Introduce vocabulary words for meanings and understandings:
1. Unions
 2. Labor, laborers
 3. Strikes
 4. Contracts
 5. Unskilled laborers
 6. Skilled laborers
 7. Compensation
 8. Picketing

9. Immigrants
10. Management
11. Fair labor practice

C. Function/task of unionized workers:

1. To help unionize the Martel workers.
2. Two students will be elected to recruit and discuss the benefits of being unionized.
3. To bargain/negotiate for better - equal wages and benefits e.g., pizza parties, extra jelly beans and recess, over-time pay.
4. Organize a strike against Ellington management for better and equal pay and benefits.

D. Activities

1. Organize the class into work groups.
2. Hold an election of representatives to negotiate with management for higher and equal wages and benefits.
3. Organize a social gathering, inviting the Martel workers.
4. Make picket signs.
5. Organize a strike for remaining benefits and fair labor practice for the Martel workers. Requires a walk-out.

E. Materials

1. Pencil sharpeners
2. Staplers
3. Tongue depressors
4. Cards
5. Markers
6. Pencils
7. Jelly beans

F. Evaluation

Language Arts and Social Studies

The Martel Sharpeners

Length of Unit: Two Days

Objective

The children will understand the functions and working conditions of American workers through:

1. Management
2. Unionized skilled labor
3. Non-unionized unskilled labor
4. Unionized unskilled labor

Job Description: Non-Unionized Unskilled Laborers

1. Work for the Ellington's Pencil Factory for six hours a day.
2. Must meet a quota of 150 pencils per worker.
3. Must produce top quality products.

Salary:

Immigrants	-	Three (3) beans a day
Children	-	Two (2) beans a day
Women	-	Two (2) beans a day
Blacks	-	One (1) bean a day

Benefits: None:

1. No breaks for water or bathroom (unless there is an emergency).
2. Lunch, 10 minutes.

The teacher will explain our task and describe the job description of being an unorganized unskilled labor force. We will discuss our function and role that we will play in this project. The class will be divided into four groups:

1. Immigrants
2. Children
3. Women
4. Blacks

The students will work six hours a day, sharpening 150 pencils manually for the Ellington Pencil Factory. Jelly beans will serve as compensation.

Students will be told that unlike the other three groups, we will be denied water or regular bathroom breaks. We will also have a shorter lunch time and won't

be paid for time off-task. They will be encouraged to mingle with the other groups at lunch time.

After lunch, the teacher will explain why the unionized workers get all the benefits, including more jelly beans.

On the chalkboard the teacher will explain the process and encourage the children to join the Clomon Unionized Unskilled Labor Force.

The Ellington Managers will visit our work site and warn us against organizing.

Later, two children will be elected by the Collmon workers to: (1) tape record our complaints and (2) meet with workers to discuss joining their union.

When the Collmon workers go on strike, our classroom will discuss this process and decide if we should enter into the strike. Reasons for and against joining will be listed on the chalkboard.

By the end of the second day we will be an organized union. A summary of the activities will be discussed.

Procedures: To Introduce "Labor," Chores and Work

- A. Children will brainstorm as a group:
 1. The need for chores.
 2. The type of chores they do.
 3. The value of a job well done.
 4. Rewards - payment for their labor.
- B. Vocabulary Development - Introduce vocabulary words for meaning and understanding.
 1. Unions
 2. Labor, laborers
 3. Strike
 4. Contracts
 5. Unskilled laborers
 6. Skilled laborers
 7. Compensation
 8. Picketing
 9. Immigration
 10. Management
 11. Fair labor practice
- C. Functions/tasks of non-unionized workers.
 1. Meet with the C.I.O. Clomon Unionized Workers during lunch to find out about benefits.
 2. Discuss the benefits and disadvantages of joining the Clomon workers.

- a. As a part of their union.
- b. While on strike.
- c. To discuss Fair Labor Practices.
- d. To take part in tape-recording complaints.
- e. Meet a second time with the Clomon workers to officially join their strike.

D. Activities

- 1. Organize the class into four work groups.
- 2. Join the Clomon workers for social activities.
- 3. Picket with Clomon workers for fair treatment, higher and equal pay; and benefits equal to all other workers. We will join the Clomon workers out on the playground.

E. Materials

- 1. Pencil sharpeners
- 2. Pencils
- 3. Jelly beans
- 4. Tape-recorder
- 5. Chalk
- 6. Chalkboard

F. Evaluation

THE EMPLOYEE - EMPLOYER RELATIONSHIP

Grades 3, 4, and 5

Topic: Who is an employee?

Objective: Students will recognize the diversity of occupations that are filled by wage earners. Students will realize that the vast majority of them will become and always remain employees, not employers.

Materials: Worksheet, "Who is a Wage Earner" and slide set, worksheet "Occupations of Wage Earners."

Procedure:

1. Give students the "Who is a Wage Earner?" handout. Explain that they will be seeing slides of many different people. They are to decide if the person in the slide is a wage earner and if so, what occupation that person holds. They are then to briefly explain why they made that choice -- persons' clothing, surroundings, tools, etc.
2. Show the slide, giving students enough time to complete their answers.
3. After the slide presentation, discuss with the students their answers and why they answered that way.
4. After the discussion, disclose that all of the pictures were of wage earners. Then ask the students what they should have learned from the slide presentation. (Wage earners comprise many and most occupations.)
5. As an additional activity use "Occupations of Wage Earners."
 - A. Distribute the material for the above worksheet. Students will circle the words they think describe "wage earners."
 - B. After giving students time to complete the activity, discuss the following:
 - What jobs would you add to the list?
 - What jobs did you find easy to circle? Why?
 - What words did you hesitate to circle? Why? (Teachers may wish to record answers on the board to see if students chose the same jobs or had many different responses.)

Who is a wage earner?

Directions:

You are going to be viewing some slides. For each slide you must decide if the person you are viewing is a wage earner or not. If you determine the person is a wage earner mark an "X" in the appropriate space, state the person's job, and the criteria you used.

Slide #	Employee	Employer	Why
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

WHO ARE THE EMPLOYEES?

DIRECTIONS: CIRCLE THE OCCUPATIONS IN THE LIST BELOW THAT YOU WOULD CONSIDER TO BE ROLES OF WAGE EARNER [EMPLOYEE].

SOIL CONSERVATIONIST DIETICIAN

POSTAL CLERK OCEANOGRAPHER

TICKET AGENT BOOKKEEPER TREE SURGEON

FOREST RANGER STENOGRAPHER BOTANIST

CO-PILOT COMPUTER PROGRAMMER NURSE

DENTAL HYGIENIST ACCOUNTANT BAKER

CHEF WELDER SAFETY ENGINEER BARBER

IRON AND STEEL WORKER FLORIST

GROCER WAITRESS PRINCIPAL TEACHER

SAFETY ENGINEER MILK DELIVERY PERSON

SOCIAL WORKER WAITRESS/WAITER ACTOR

LIBRARIAN DISPATCHER NEWSBOY SINGER

TV ANNOUNCER ELECTRICIAN FILM EDITOR

Topic: The Difference: Employers and Employees

Objective: The student will become aware of the difference between an employer and an employee.

Materials: Cardboard, paper, paint, ink brushes, scissors, glue, scraps of wood.

Procedure:

1. Initiate a class investigation of assembly-line production. In preparation for the project, the teacher might assign some readings about people like Henry Ford and arrange field trips to local industries that use production-line methods.
2. Suggest that the class set up an experimental assembly line owned by one individual in the classroom. This student can be elected by the class. Invite ideas about what to produce (rubber stamps, picture frames, tic-tac-toe games, candles, signs, etc.). Guide evaluation of each suggestion in terms of materials available, facilities, skill, interest, time and perhaps, marketability.
3. Involve the children in designing the project. The owner will make final decision.
4. Divide the class into several small work groups. Here again the owner, with teacher input, makes final decisions.
 - A. For example, each student creates one or more signs individually. Signs could be any size and for any purpose (street signs, traffic-control signs, store or factory name signs, etc.).
 - B. Students make printing plates (for one or more signs) by cutting letters or figures from cardboard, arranging them on wood or heavy cardboard and gluing them in place. These plates are inked and then stamped on sheets of clean paper or cardboard. When the printing plates have been completed, the owner decides on which signs should be printed. When the printing plates have been completed, the owner (with teacher input) develops a production line, creating as many jobs within the process as possible -- paper cutters, paper stackers, paper mover, ink spreaders, pressmen, etc. Help the students either cut stencil or use silk screen processes to create their "printing plate."
 - C. After several signs have been completed in each process-testing group, withdraw a student-worker or a specific tool (scissors, printing plate, paper, paint, etc.) from each group. Have children describe the results and discuss the effects on the operations. This would be a good example of a strike or worker slowdown.
 - D. After several signs have been produced, have a class discussion that centers on the following topics.
Which job seems to be the most satisfying?

How do you feel when you could only produce a piece of the finished product?

What was your reaction to the owner's arbitrary decisions?

Did you ever want to be the owner and why?

What were you selling?

With the last question guide the students to the conclusion that they were selling their labor power. This is the difference between employee and employer.

5. To end the experience, read to the class several articles about companies now experimenting with eliminating the assembly line. For example, the Volvo Company, producers of automobiles, have set up their assembly line so that workers rotate jobs and learn every aspect of assembling their product. After each worker has completed his/her training, he then takes charge of assembling automobiles "from scratch" -- doing all the work involved with no help. The reports are that production volume, as well as employee morale, has improved markedly. We have students compare this situation with their own feelings and the total class experience.

Topic: Students will determine who, if any, of the staff or members of their families are employees/employers and/or belong to a union?

Materials: Interview questionnaire

Procedure:

1. Students will interview either staff members at school or family members in regard to their occupation using a student developed questionnaire.
2. Students will determine if the person interviewed is an employee or employer.
3. Students will determine if the person interviewed is a member of a union.

Interview Questionnaire

Name:

Occupation and/or Title

- 2a. Do you work in or outdoors?
- b. Is your work physical or mental?
Describe
- c. What hours do you work?
- d. Do you work during the day or night?

- 3. Do you have to wear any special clothing for your job?

- 4. Do you work with people?
How?

- 5. Did your job require any special training or education?
Describe

- 6. Do you like the work you do?

- 7. Why did you choose this field?

- 8a. Are you a member of a union?
- b. If so, why do you belong to a union?
- c. If not, why not?

Topic: Employee/Employer - Union/Non-Union

Objectives: Students will determine the percentage of union/non-union employees that answered the questionnaire.

Materials: Completed questionnaires

Procedure:

1. Students will compile the results of the completed survey. The results will be tabulated and the percentage algorithm will be utilized to determine the number of employee/employer and union/non-union respondents.
2. Students will use the percentages and formulate bar graphs showing the number of employers/employees.
3. Students will use the percentages and formulate bar graphs showing the number of employees that are union/non-union.
4. Students will hypothesize from the graphs the types of employees that are most likely to be union workers.

LABOR DAY

Grades 1, 2 and 3

Objective:

The objective of this unit is to familiarize the student with Labor Day and why we celebrate a special day for workers.

Week 1

The section on Labor Day will be a six week lesson involving first to third grade students. I am going to base my lessons on the fact that in my building we have an Applied Skills Program which lasts six weeks for 40 minutes daily.

Unit One

Labor Day -- What is it? What is its purpose?

Week one: Class discussion on Labor Day.

Discuss and explain who Peter McGuire is and his function

Discuss Labor Day in other parts of the world.

Activities:

1. Distribute magazines and present a big cardboard. Have children make a collage of different jobs.
2. Use the maps and globes to locate areas in Russia, Australia, and the United States. Draw pictures of these maps. Display. (Do as a group activity)

Week 2

Read the story about labor history in the United States. Get information about labor unions from books and magazines and library references.

Dictionary Skills

1. Compile a list of words used in the story and words used or taken from the purpose and meaning of Labor Day.
2. Make a list of these words.
3. Write these words and help the students spell these words correctly.

Activities:

1. Use five of these words from the above list and find pictures to help describe these words.
Example: Painter - picture of a painter (doing his/her job)
2. Same as above (use 5 different words) on another day.
3. Same as above (use 5 different words) on another day.

Week 3

Discussion on workers and Labor Day of long ago.

1. Go to the library.
2. Use reference books to prepare for next week's activities.
3. Get information on child labor laws.
4. Make charts to compare likeness and differences.

Week 4

Labor Unions Long Ago

Discuss labor unions long ago. Discuss child labor laws. Present pictures and filmstrips of labor unions long ago.

How and or why didn't they celebrate Labor Day?

Activities:

1. Draw pictures of children working long ago. Make or find a picture or pictures of teenagers working today. Show how they are alike and different.

Make a chart

Long Ago	Today
Picture	Picture
(caption to explain picture)	(caption to explain picture)

2. If there was a special day such as Labor Day long ago, how do you think they would have celebrated it? Draw a picture and explain.

Week 5

Activities

1. Make books.
2. Divide into groups to make books that spell out Labor Day

LABOR DAY

(Make a book for each letter in the words)

example: Make a "L" book.

Include pictures and jobs beginning with L. Find pictures of jobs (or draw pictures). Display books in showcase or learning center.

Week 6

Activities:

1. Make books. Continue Week 5 activities.
2. Use Week 6 to summarize activities and work done during the six week period.
3. Make costumes of different jobs. Wear the costumes.
4. Have a real Labor Day celebration for the last day of session.

Selected Resources

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Green, James R. The World of the Worker, Hill and Wang (American Century Series), New York, 1980.

Matlon, John C. The Story of Labor in American History, A Resource Unit, Edina, Minnesota, 1972.

Schwartz, Linda. When I Grow Up, Prentice-Hall Learning Systems, Inc., PO Box 47x, Englewood Cliffs, New Jersey 07632, 1977.

Filmstrips

Encyclopedia Britannica Educational Corporation, "Patriotic Holidays," "Labor Day," Series No. 6912K, 1975.

SVE Educational Filmstrips, (Singer) "The World of Work," "Adventures of Lollipop Dragon," series. L106SCR-L106 SCTC, 1345. Diversey Parkway, Chicago, Illinois 60614, 1974.

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WOMEN IN THE WORKPLACE

Grades 2 and 3

"The Stubborn Queen"

In the land of labor lived many women and men. They were ruled by King Cio and Queen Afla. The king and queen loved the land of labor and the men enjoyed their work there.

As time went on King Cio became ill. Queen Afla had to take on many of his duties. She had to make sure the land of labor ran smoothly. She demanded more and more of the men. When they could not keep up her high demand of production some of the women went to Queen Afla to suggest they leave their homes and help the men work.

Queen Afla was furious. Women were made to stay home she said. Women could not handle the jobs of the men. "No," she stated again, "the men must work harder."

Well, of course, this did not set well with the men. King Cio, who was much better now, agreed with the men that Queen Afla wanted too much. Since Queen Afla would not listen, the men including King Cio, left the land of labor.

Queen Afla did not know what to do at first. She decided she could get along for now without the men.

Now out of necessity many women were training in many of the jobs the men did.

For about two weeks everything went along, fairly well. Then it happened. The Queen's cook had baked a pie. While the Queen had her doing another chore she forgot the pie and the kitchen started to smolder. Queen Afla was beside herself, she did not know what to do. Some of the women came to her rescue. They were trained firefighters. The maid had called them and the fire was out shortly. Queen Afla was grateful but the kitchen was ruined. Some women carpenters said they would rebuild it. Some women plumbers said they would fix the pipes. Some women electricians said they would rewire it.

Well Queen Afla was so impressed she was speechless. She had to admit how wrong she had been. She certainly could see that women, including herself, could handle many jobs the men had done.

Word got back to the men. They, and King Cio, came back to the land of labor. Queen Afla admitted how wrong she had been and apologized to the men and women.

Women and men once again worked side by side in the land of labor.

Name _____

Date _____

"The Stubborn Queen"

Write a paragraph telling about a job one of the women did in the story, "The Stubborn Queen."

Draw a picture about your paragraph, and then color it. (Thank you)

Name _____

Date _____

WHO SAID WHAT?

Jeanette was at a ballgame one day when she heard one of the adults behind her talking. A woman said, "When everyone does their home work, we have more time to read stories."

Without turning around to ask, Jeanette thought she knew what kind of job this woman had. Do you know?

Find out by reading the sentences below. Decide which type of worker is speaking, underline your answers. When you finish, find the circled letter in each answer. In order, copy the letters into the spaces at the bottom of this page. The letters will spell the job of the woman sitting behind Jeanette.

1. "When people put their pennies in rolls, it saves time for everyone."
BANK TELLER RADIO ANNOUNCER HOUSE WIFE
2. "The last call we had was a brush fire. It took a long time to put out!"
PLUMBER FIRE FIGHTER FARMER
3. "The unworded picture books are over by the window, on the top shelf."
ARTIST FACTORY WORKER LIBRARIAN
4. "The Smith's dog follows me. Sometimes he carries a newspaper for me."
TAXI DRIVER LETTER CARRIER DOCTOR
5. "We don't pick up the newspapers with the garbage anymore. Another truck picks those up for recycling."
ACTOR NURSE TRASH COLLECTOR
6. "Would you like dessert later?"
GROCERY CLERK POLICE OFFICER WAITRESS
7. "All of a sudden, everyone has to have snow tires put on their cars."
GAS STATION OWNER PILOT JANITOR

Who is sitting behind Jeanette?

A _ _ _ _ _ _

Collage

"Women in the Workplace"

Objective -- Students will identify women in many different careers in various workplaces.

Materials -- Magazines
Large sheet of tagboard

Procedure -- Have students go through magazines and cut out pictures of women in different work situations. Compile the pictures into a large collage.

Discuss the many different positions held by women. What are some jobs women perform alone? What are some jobs women perform in groups? Discuss women doing the same kinds of jobs as men.

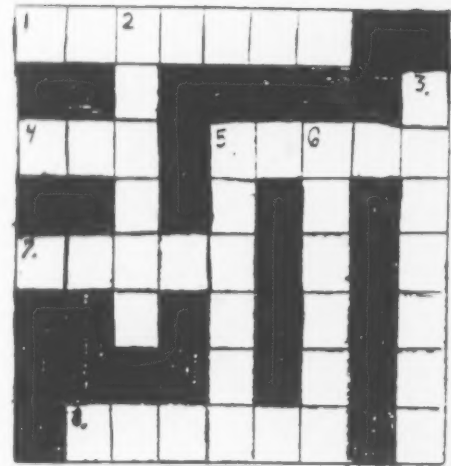
WHAT POSITION (job)

Across

1. She works with children.
4. She helps animals get better. (abbreviated)
5. She is the leader in a courtroom.
7. She plays this in a band.
8. She helps people with legal problems.

Down

2. She draws.
3. She fixes teeth.
6. She helps people get better.



Women are Community Helpers

Find and cut pictures from a magazine. Paste pictures in the correct squares. Write a sentence about each of the community helpers.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Pictures on the next page!

BEST COPY AVAILABLE

Nurse

Firefighter

Doctor

Police Officer

Pilot

Plumber

Name _____ Date _____

1. Fold paper the long way on the line. Circle your answers for THEN first. Then do the NOW side last.

CIRCLE who performed the job: m - men, b - both, w - women

	THEN			NOW		
police officer	m	b	w	m	b	w
fire fighter	m	b	w	m	b	w
lawyer	m	b	w	m	b	w
housewife	m	b	w	m	b	w
teacher	m	b	w	m	b	w
mayor	m	b	w	m	b	w
governor	m	b	w	m	b	w
state representative	m	b	w	m	b	w
doctor	m	b	w	m	b	w
steelworker	m	b	w	m	b	w
plumber	m	b	w	m	b	w
barber/stylist	m	b	w	m	b	w
security guard	m	b	w	m	b	w
judge	m	b	w	m	b	w
nurse	m	b	w	m	b	w
principal	m	b	w	m	b	w
cashier	m	b	w	m	b	w
pilot	m	b	w	m	b	w
mechanic	m	b	w	m	b	w

book keeper	m	b	w	m	b	w
tailor	m	b	w	m	b	w
seamstress	m	b	w	m	b	w
store keeper	m	b	w	m	b	w
sailor	m	b	w	m	b	w
minister	m	b	w	m	b	w
veterinarian	m	b	w	m	b	w
radio announcer	m	b	w	m	b	w
newscaster	m	b	w	m	b	w
salesperson	m	b	w	m	b	w
newspaper reporter	m	b	w	m	b	w
sportscaster	m	b	w	m	b	w
bus driver	m	b	w	m	b	w
railroad workers	m	b	w	m	b	w
assembly workers	m	b	w	m	b	w
cooks	m	b	w	m	b	w
innkeepers	m	b	w	m	b	w

LABOR - A CULTURAL/HISTORICAL PERSPECTIVE

Grades 3-6

Topic:

Labor, cultural/historical perspective.

Materials:

Student handouts of case studies on immigrant families (the Capelli's, the Eisenbergs, the Mendoza's and the Yasui's).

Teacher background information on each of the immigrant groups.

Procedures:

Give students the handouts. Discuss each family individually and culminate with a discussion revolving around the status of workers in the 20th century.

Teacher Background.

Italians: Most Italian immigrants came to America between 1880 and 1920, though some arrived as early as the 16th century. Most of these immigrants left Italy to improve their lives. Wages were better in the U.S. and passage was cheap.

During the decades of large-scale immigration, more than 90% of the Italian immigrants entered the U.S. in New York and remained there or in other major cities. Housing had to be cheap and close to work. Tenements were designed to house "the most people in the least space." Some of the most famous Italian communities were:

Mulberry Bend -- New York
North End -- Boston
Telegraph Hill -- San Francisco
Little Palermo -- New Orleans

Most Italian immigrants worked in the food and construction industries. Those that headed west settled in agricultural settlements, most notable the vineyards and wine industry in California and in truck gardening.

The construction industry used labor bosses called "padrones." These men were usually of Italian birth or extraction. They would recruit workers, serve as intermediaries for translation, and help bridge old world traditions and new world business operations. The immigrant usually paid the padrone a commission based on the type and length of employment. In particular, the padrone collected and paid out wages, wrote letters, acted as a banker, obtained housing, and handled other matters the new immigrant needed help with. The padrone system declined after social workers and others pressed for laws protecting immigrants against padrones who took advantage of the newcomers. Also, after 1900 many Italian immigrants

had friends and relatives already established in the Italian communities negating the need for padrones.

Many Italian women worked in industry. In 1910 Italian women made up 36% of the female work force in the garment industry and 72% in the artificial flower industry.

Because of their long working hours, low wages, and usually poor working conditions, many Italian immigrants joined other immigrant and ethnic workers in the formation of labor unions to improve these conditions.

Within the Italian communities, the newcomers developed their own press and mutual-benefit societies to aid new immigrants. Contrary to native-born American opinion, these social structures served as important bridges from the old world traditions in the structure of American life.

The first Italian immigrants put little emphasis on education, needing the immediate advantage of a paying job. Eventually Italian parents did comply with compulsory education laws. By 1920 the American public school had become a vital link between the newcomer and his acceptance in the new land.

Case Study: The Capelli's

Maria and Carlo Capelli left Italy to come to America because there was so much poverty in their country.

When they arrived in New York Carlo tried to find work, but no one wanted to hire someone who couldn't speak English. The family used the last of their savings to move on to Chicago. They met the same problem -- no one wanted to hire a foreigner who could only speak Italian.

In an area of Chicago called Little Italy because of the many Italian immigrants who settled there, they met a Padrone. He had been in America for a long time; his job was to find work for newly arrived immigrants on the railroads.

Carlo went to work repairing train tracks. At night the crew slept in old railroad cars that had been fixed up like dormitories. It was very uncomfortable. Carlo worked 12 hours a day doing hard labor; splitting rocks and laying train track. He earned a dollar per day, and out of that money had to pay a commission to his Padrone and buy food, leaving only \$3.00 or \$4.00 per week to meet his family's needs. In addition to the poor working conditions and low wages, the native born Americans who worked for the railroad didn't like the Italian immigrants. They felt the immigrants worked for too little money which in turn kept everyone's wages low.

Unable to support his family alone, Carlo had to send his children out to work also. They worked in jobs such as laundry or ironing for wealthy families and could not attend school. This was upsetting to Carlo and Maria who had hoped for a better life for their children. Without an education, they would not get good jobs and avoid struggling for money all their lives.

Maria and Carlo were citizens of Italy, but became eligible for United States citizenship after living here for five years. The children, born in America, were natural citizens of the U.S.

In spite of the many financial hardships faced by the Capelli's in coming to the United States, they never regretted their decision to move here where so many opportunities were available for their children.

Teacher Background:**Jewish**

Large numbers of German-Jewish immigrants came to America following the German revolution of 1848. At the time of the American civil war there were almost 150,000 Jews living in America. After the organized massacre (Pogroms) of Jews in eastern Europe and especially in Russia, they began to arrive in America in record numbers. Altogether some 3 million eastern European Jews came between 1880 and 1910. Most were listed by immigration officials not as Jews, but as Germans or Russian, so the exact total will never be known.

Some of the contributions made by Jewish scientists and doctors include cures for polio and other dreaded diseases. Many of our department stores, clothing manufacturing firms, cosmetic firms and book publishing houses were founded by Jews, and they added a wealth of culinary delights to American cuisine, including corned beef, pastrami, potato pancakes and bagels.

Although Jews in America come from many different nations, their religion binds them together as an "ethnic group." Their customs and culture may vary from country to country, but the synagogue and the Jewish faith are the ties that bind.

Case Study: Russian/Jewish The Eisenbergs

Jacob and Sophie Eisenberg left Russia to begin a new life in America. They came because they wanted their children to be free from religious persecution.

They lived in a part of New York City called Little Israel. When Mr. Eisenberg lived in Russia he had been an office clerk. He couldn't find a job in America, however, because no one wanted to hire someone who could only read and write Russian. It was necessary for him to take a job in a sweatshop making coats. He was paid for each coat that he finished. Because he couldn't finish all of the tailor work at the factory, he would bring home a pile of coats. The entire family would help sew the clothes in the evening.

Even with everyone helping, the family only earned \$15.00 a week. This was more than many of their friends earned. It was hard work, but they had enough to eat and a place to sleep. They lived in two rooms in an eight-story tenement building. It was very crowded. In the front room of the apartment was the stove, kitchen cupboard, a table where the family ate and a bed where the parents slept. The children slept in a small, windowless back room. There was no refrigerator in the apartment so Sophie shopped every day. In the street, vendors sold food from pushcarts.

The Eisenberg children went to the neighborhood school. Other Jewish children attended, as well as children whose families came from Hungary, Poland, Italy and Ireland. The children learned English at school. They thought it was exciting to be able to read and write a new language. They would try to teach their parents some of the new words they learned each day. Once a week the children were allowed to go to the public library to select a book. Afterward they would help their father sew the coats. The only day they had to play was Sunday. Since there were no parks or playgrounds, they usually played in the streets.

The Eisenbergs found America a good place to raise their children. They could worship as they wished and they dreamed of good jobs and educational opportunities for them.

Teacher Background:

Mexicans

The first large group of Mexican Americans, some 80,000, was created through the conquest and annexation of Texas to the United States following the U.S.-Mexican war. Between 1845 and 1854 the United States acquired about half the territory formerly belonging to Republic of Mexico, including all or part of the present states of Arizona, California, Colorado, Nevada, New Mexico, Texas, Utah and Wyoming. The Mexican-American population of this area grew slowly until the beginning of the 20th century, when immigration from Mexico soared. At that time there was political unrest and later civil war was raged. Marital law was declared and massacres committed. The population of Mexican-Americans went down during the depression years. During this time, many people went back to Mexico voluntarily or some city governments had them shipped back by train or van.

In 1967 Cesar Chavez began the United Farm Workers Union. Other Chicanos followed suit and began organizing in other industries, fighting for better working conditions and pay. The Chicano movement that started in the 1960s helped acquire higher wages, better schools, bilingual education and political positions in local, state and federal government. By 1975 over 800,000 Mexicans had entered the U.S. workforce.

They came to work in the mines and railroads in the 1940s. However, by 1970 most Mexicans were living in city dwellings and working in industry. Until the 70s, Mexican men represented the highest proportion of Mexicans immigrating to the United States. The 1976 Immigration Act changed that by requiring that 20% of all immigrants be close relatives of those already in the U.S. Thus, more women and children joined their men already here.

The Mexicans coming into the U.S. faced much discrimination due to their color, lack of education and the language barrier. They came to find a new life of greater economic equality, but were faced with poor living conditions, low incomes, poor educational facilities and poor quality education. As they moved towards industry, in food processing and unskilled jobs, their standard of living became somewhat better, but still low by American standards.

Case Study:

Mexican -- The Mendoza's

Carlos Mendoza, his wife Maria, and two children ages two and three, fled Mexico and came to the United States in 1917. Before the Carrancistas (soldiers) had come, nobody could take a step out of their village because if the government people found them walking, they would be killed immediately. Then the soldiers did come and their entire village was burned along with all the livestock and crops.

To cross the border into the United States, Mexican immigrants had to satisfy certain requirements. Carlos had to pay \$8.00 for each member of his family (to which the rest of his family in Mexico had contributed), and take a literacy test in Spanish, and everyone underwent a medical exam.

Carlos got a job as cleaner in a stockyard in Los Angeles earning \$35 a week, much more than he could have ever earned in Mexico, but by American standards, very low wages. He sent as much money as he could spare to his family in Mexico. No one in the family could speak English but the Mendoza's lived in an area called a barrio, with other Mexican families, so they could communicate and find out things they needed to know from them. The children, Tomas and Juanita, went to school when they were six and tried to learn English as fast as they could. They were often teased about being greasers and eating beans and tortillas. While it hurt, they learned not to get angry. Their skin color and culture were different and they had to accept it and be proud -- that's the way they were raised.

When the depression came Tomas and Juanita quit school to help the family earn money by picking fruit. There was a lot of violence during this time because the Mexican fruit pickers were organizing and the growers had great opposition to this. Juanita eventually married one of the union organizers and together they worked for improving conditions for the workers. Tomas joined the army in 1939 and earned the Congressional Medal of Honor during World War II. Today they agree that while they are living comfortably, conditions for many Mexican-Americans are still not what they should be. They are well aware, also, of the many problems of the illegal Mexican immigrants whom they often befriended over the years.

Teacher Background:

Japanese

In 1853 American ships under the command of Commodore Matthew G. Perry arrived in Japan seeking trade agreements on behalf of the U.S. and in so doing pierced the barriers that had isolated Japan from the western world for over two centuries. The first 27 Japanese immigrants came to California in 1859 settling north of Sacramento. Due to crop failures and other problems this settlement failed.

By 1890, 12,000 Japanese had emigrated to Hawaii and 3,000 to the American mainland, almost all to California. In the next 30 years or so, another 300,000 Japanese emigrated across the Pacific, mainly to Hawaii and California. By 1970 the Japanese-American population numbered 400,000 settled on the mainland - but largely as a result of displacements that followed World War II.

The first Japanese immigrants were recruited from the streets of Tokyo and Yokohama on three year contracts to meet the cheap labor needs of Hawaiian sugar plantation owners. Picked from the streets of Tokyo and Yokohama, these city dwellers were ill-suited to plantation life, and thus, the recruitment created more problems than it solved, and eventually most of the original emigres were returned to Japan.

Separate living areas were maintained for Japanese, Chinese, Portuguese, and Filipino laborers and this helped to encourage the reproduction of Japanese life in Hawaii. The principal Japanese Buddhist sect which took care of all their social needs was established in the camp by 1900. In 1908, owing to anti-Japanese agitation, a "gentleman's agreement" went into effect with Japan by which the Japanese government stopped granting passports for all laborers except "former residents," parents, wives or children of residents and settled agriculturists. This was in force until 1924. Japanese leaders began to believe they could apply pressure to the leaders to improve working conditions and in 1900 organized the first major strike of Japanese workers in Hawaii. This strike failed, but as a result in 1920, Hawaii tried to outlaw all Japanese language schools. The attempt failed. Oriental exclusion acts were enacted in 1924. These excluded all Asian workers and wives from the United States except if their husbands had established residency and were merchants. A quota for non-working-class men and women was set at 100.

By 1930 Asians, including the Japanese, provided cheap labor for the railroads, canneries, logging operations, mines, fish, meatpacking and salt-refining and agriculture. Executive Order 9066 was issued on February 19, 1942 and basically interned all people of Japanese descent on the West Coast. They were moved to "relocation centers" and forced to sell property for next to nothing. It is estimated that hundreds of millions of dollars worth of property was lost, stolen, or confiscated. Only recently has the federal government acknowledged any wrongdoing in these matters. On February 19, 1977, thirty-five years to the day

after the original decree, President Gerald Ford publicly apologized and rescinded Executive Order 9066.

Today the Japanese population in the United States, including Hawaii, numbers about 600,000. The Japanese-Americans have made much progress in the political arena, particularly in Hawaii. In the area of occupational mobility, in 1979, 31% of United States born Japanese males were in the professional-managerial category as compared to 4% in 1940.

Case Study:

Japanese -- the Yasu Family

Yoshiko Korematsu came to California from Japan in 1917 as a "picture bride." This meant that her marriage was arranged by her family and all she and her husband has seen of each other were pictures. Her husband, Tadoshi Yasui, owned a small farm and was becoming successful as a potato farmer. They soon had two children, Natsu, a girl, and Frank, a boy. They were sent to public school but were learning about the Japanese culture at home. During the depression things were difficult but Natsu and Frank stayed in school and graduated. Natsu worked in an export-import company after graduation, while Frank went to a university in San Francisco.

The Yasui's lives were completely disrupted when the president signed an order in 1942 which forced all people of Japanese descent to "relocation camps." There was a lot of fear by some people in the country that the Japanese-Americans would help the government of Japan work against the United States. The Yasui's were very loyal to the United States as were most Japanese-Americans but they were sent to a camp in Arizona. They had very little time to get things together. Tadoshi asked a neighboring farmer to look after their property and many of the family's belongings were stored in a church. Soon Frank joined the army and the family wasn't reunited until 1944 when they were allowed to return to their farm.

Today Joshiko and Tadoshi live with their daughter and her family. Frank is a successful businessman and still tries to preserve some of the Japanese culture in his own family.

Immigrants from Finland

1. Immigration
2. Freedom
3. The Finns prior to immigration
4. History of the Finns in Minnesota
5. What is a union?
6. Finnish role in unionism

Immigrants

Concept:

Americans are all immigrants to this country or family members of people who were immigrants. An immigrant is a person who moves from one country to settle in another.

Learner Outcome: Students will be able to:

Explain where America's people have come from starting with the ancestors of the American Indians who came thousands of years ago.

Procedure:

Students will each have a "world map."

Using overhead and map students along with teacher will fill in the areas of the world where immigrants came from and trace paths to America from 1820-1979.

Europe - 36 million

Asia - 3 million

Other parts of Americas (Mexico, Central America, South America, islands in the Caribbean and Canada) - 9 million

Other parts of the world - 573,000

Source: Macmillan Social Studies, The U.S. and the Other Americas

Freedom

Concept:

The American belief in freedom has attracted many people to his country.

Learner Outcome: Student will be able to:

Summarize the four freedoms (freedom of speech, freedom of religion, freedom from want, and freedom from fear).

Procedure:

Discuss with class:

1. All people must be free to speak out for what they believe to be right. That means people also must be free to speak out against what they believe to be wrong.
2. People must be free to choose and follow their own religious beliefs.
3. Everyone must have freedom from want. People must be able to take care of their most important needs -- to feed, clothe, and house themselves.
4. People must not fear cruel government action.

They must have a government in which all citizens are free to take part and whose laws treat everyone equally. People also must have a government that protects them against attacks from others, inside and outside the nation.

Other freedoms: equality of opportunity/equal chance for a good education/be able to make their own choices in life. "No one can be perfectly free until all are free."

The Finns Prior to Immigration

Concept:

Using Finns as an example of immigration, describe how their background/history is similar to those of recent immigrants.

Learner Outcome: Students will be able to:

Students will have a frame of reference to draw on when we later discuss recent day immigration. They will understand how we, though our faces may be white, brown, black, etc. are all alike.

Procedure:

Students will watch slides of Finland -- similarities to present day Minnesota will be pointed out. Students will look at artifacts from Finland including crystal, books, etc.

Buzz Words: Helsinki-capitol/Green Gold-trees/Olympics/Sibelius-music/Swedish/Russian control - 1918 independence/Women's Emancipation-women could vote 13 years before U.S. 1907 vs. 1920 for U.S./payment of war debt - only country in world to do so/Finn-Russian War - country of 3+ million held off Russia for months 1939-40/Literacy - 99 out of 100 can read and write - higher than this country.

Personal files

Heroic Finland, D. Hinshaw, G.P. Putnam and Sons, NY, 1952.

History of Finns in Minnesota, H.R. Tasastjerna, MN Finish-American Historical Society, 1957.

Music of Sibelius.

History of the Finns in Minnesota

Concept:

Finns, like other groups of people, have made their own unique contributions to the state of Minnesota.

Learner Outcome: Students will be able to:

Appreciate the contributions of a particular group of people to our culture and hopefully compare it to the contributions made by other groups.

Procedure:

Discuss/review with class:

1. Immigration. Early immigrations - Swede - Finns in Delaware/John Hansen-First President under the Articles of Confederation/later immigration 1890-1910 - why Finns settled in northern Minnesota/Toivola/Heinola/Makinen.
2. Contributions of Finns
Cooperatives
Union movement
Temperance movement

Buzz Words/Phrases: Discrimination - 1908 Svan vs. U.S./New York Mills - Janet Karvonen/sauna.

What is a Union?

Concept:

There is strength in numbers. (Workers realized that by joining together, they were better able to present their requests and be listened to.)

Learner Outcome: Students will be able to:

Show an awareness of why unions were formed and how they improved working conditions.

Procedure:

1. Divide class into groups of six.
2. Give each group six copies of What is a Union? by Althea with one study sheet. Appoint a leader to keep group on task. (Watch the team.)
3. Allow each group about 30 minutes to complete study sheet.
4. Bring class together to correct and discuss the questions on study sheet.

What is a Union?

by Althea

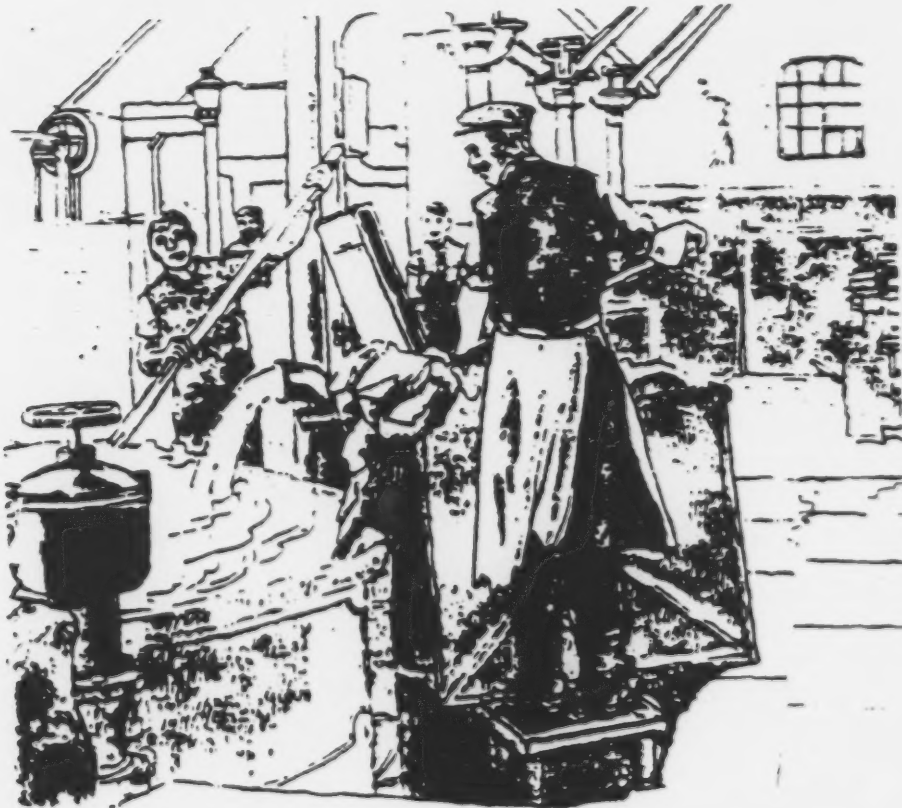


What is a Union?

by Althea

illustrated by Chris Evans

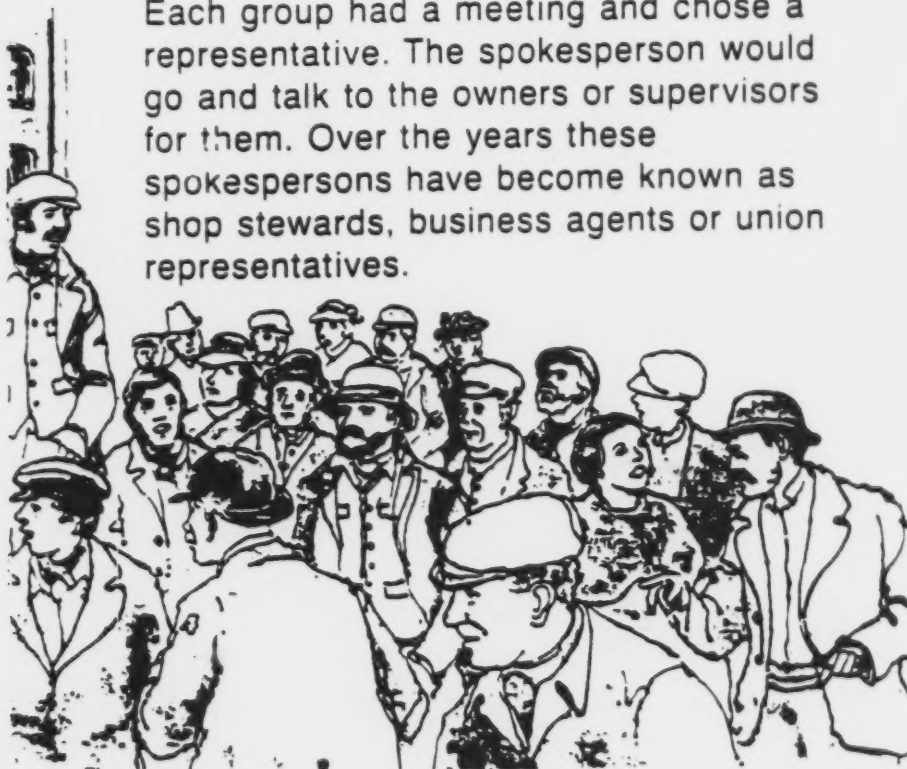
The first trade unions were started about the year 1780. They began because workers were not satisfied with working conditions. They had to work long hours in dark, dirty, dangerous places. They worked hard and were paid little money.

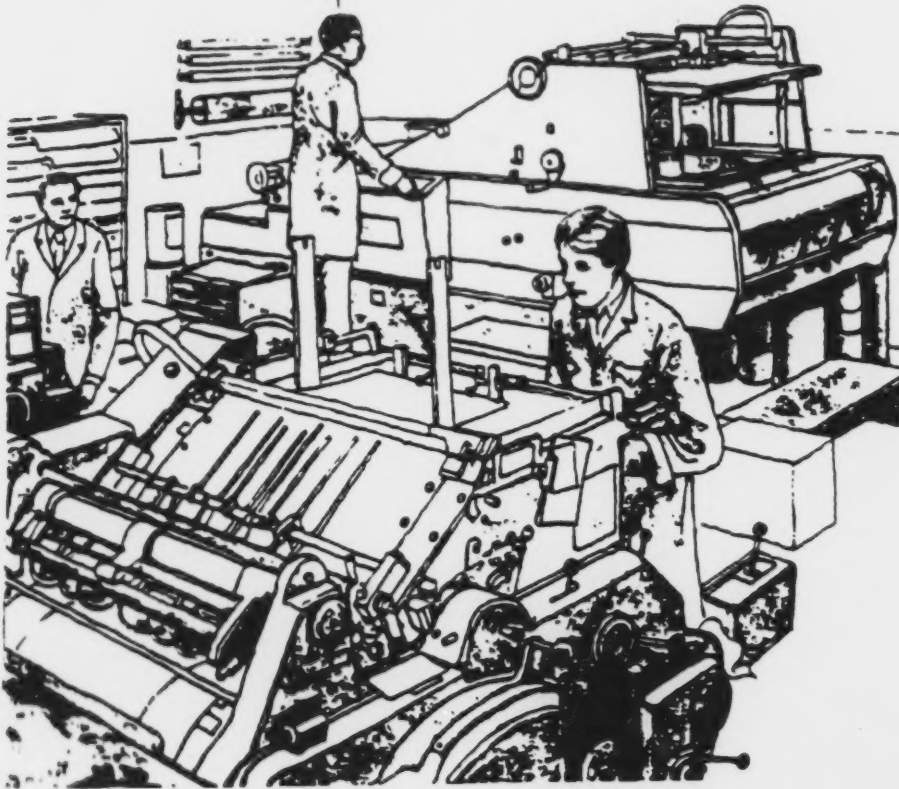


During colonial times some workers got the idea of joining together. In that way they would have more strength. They would ask for better working conditions and more pay. The first unions were craft unions, like bakers, printers, and carpenters.



Each group had a meeting and chose a representative. The spokesperson would go and talk to the owners or supervisors for them. Over the years these spokespersons have become known as shop stewards, business agents or union representatives.





Today unions may be found in offices, factories, schools, hospitals and other places where men and women work. There are many different kinds of jobs. Often there is more than one union at a worksite.

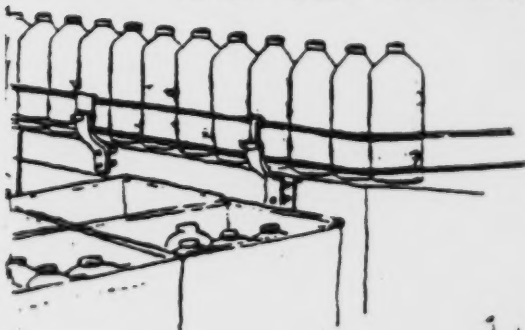
In a factory making soft drinks, for example, there may be one union for the people who make the drink. Then, there sometimes is another union to look after the people printing the labels. Also, there may be a third union for the people in the offices.

Some people think that unions spend all their time trying to get their members better pay and longer vacations or shorter hours.



In fact, they help in many other ways. They talk to the managers to make sure that the machines people use are safe. Unsafe machines can hurt people. Also, machines should not be too noisy. Very noisy machines can make people go deaf.

The union also helps arrange pensions. A pension ensures that people will still have money when they stop working. If a member is ill or has an accident the union sees that help is given.

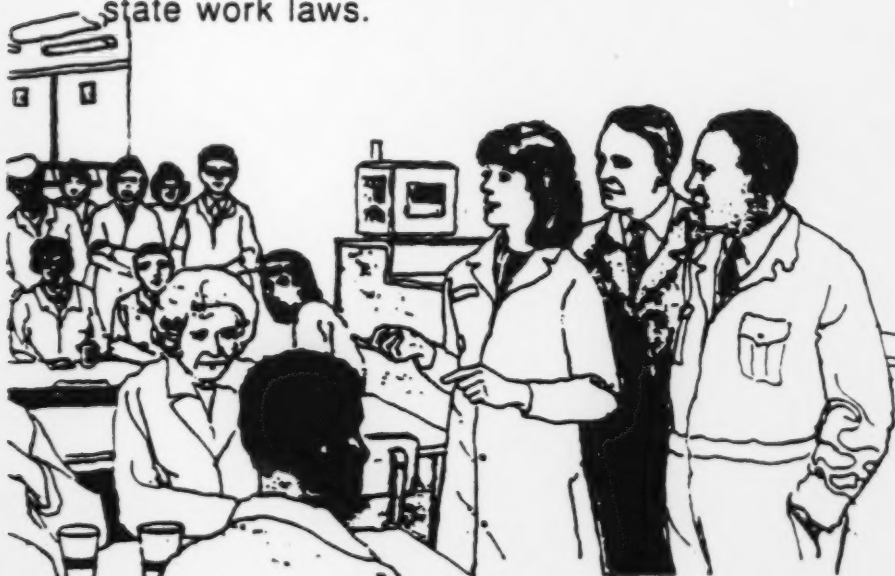


Unions try to make sure there are jobs for everyone. This is a very difficult problem. One solution may be for people to work shorter hours. In this way more people are able to work.

Unions have fought for fewer work hours so people can spend more time at home with their families.



The unions also call meetings to talk about training programs. These programs help their members learn new jobs and prepare for new kinds of employment. Unions also tell their members about new federal and state work laws.



Concept:

Finnish role in unionism.

Learner Outcome: Students will be able to:

Appreciate the role played by one particular group of people in furthering the cause of social justice.

Procedure:

Discuss/review with the class the role of unions and point out:

1. Duluth 1889 - workers led by Finns demanded increase of \$.25 a day (wages were \$1.50 a day) street battles - 3 dead, several wounded 7/7/89.
2. Miners Strike 1907 - began with sawmill workers in Cloquet demanding 20% increase in wages - spread to miners - ore docks (Western Federation of Miners - see speech by John Valimaki 7/24/07 to governor of State of Minnesota).
3. IWW - Wobblies - my husband can remember them riding the rails - this was an important Socialist movement that ultimately failed. Finns were a major part of this movement.
4. 1916 strike - this strike was led by the IWW - Elizabeth Gurley Finn, Sam Scarlet - miners demanded:
 - a. \$2.75 a day in open pit
 - b. \$3.00 a day in shaft mine
 - c. \$3.50 a day in shaft mine with water

Worst mining disaster in Minnesota, 2/5/24. Ida May Mine in Crosby - water from Rabbit Lake rushed in to shaft, 41 killed, 1 escaped. Miners lost this strike.

5. Present day activities - Finns still make up a part of Socialist Party. Gus Hall, leader of American Communist Party, in Minnesota Finns are traditionally DFL - Chairwoman of DFL party is Ruth Esola.

LBJ investigated Communists - during Korean War (era of McCarthyism). LBJ infiltrated small Finnish communities looking for Communists. My husband's uncle was Chief of Police at this time in small Minnesota village populated by Finns.

Speech

(Given in 1907). I am 24 years old. I came to this country from Finland with my father in 1901 and I have been a citizen just three days. I learned to read and write at home. In this state there are 8,000,000 workers waiting for a chance to work and advance themselves. I am a Socialist. I believe the mines should belong to the workers and not the mining companies. In short, I believe in work for the general good. We carry the red banner which symbolizes our blood. There are three kinds of anarchists in existence; unorganized, organized and anarchists by conviction. None of them are found in the mines. The Socialists are a political party. As workers we belong to the Western Federation of Miners. All the Socialists in the mines belong to it but not all who belong are Socialists. We are striking for wages but principally an eight hour day. When a man goes to work at six in the morning and returns home at eight in the evening, what chance does he have to improve himself? It seems to us that eight hours is enough. As Socialists we obey the laws. We try to change them but as long as they are in effect, we obey them. We do not believe in illegal activities against strike breakers. If someone quits our cause, we try to open his eyes so that he will see things as we see them. If we lose this strike, Minnesota will no longer be a place where it is possible for Finns to live.

Duluth Labor World, 7/24/07

The strikers lost, More than 3,000 guards were hired to break the strike. Mining companies brought in workers from cities in the East - Serbs, Greeks, Bulgarians, etc. who were astonished that the Finns were quibbling about \$2.00 a day.

Black lists.

INTERVIEW A UNION MEMBER

Grades 4,5 and 6

Prior to doing my project, Interview a Union Member, students will do a unit using their American Heritage textbook, pages 195-201 and pp. 394-400. The topics focused on in this unit will be The United States Begins to Industrialize, and The Rise of Organized Labor.

Students will be involved in the following activities to help them gain an understanding of the rise of organized labor:

Instructional Activities

- I. Briefly discuss with students
 - a. What was the Industrial Revolution?
 - b. The effect of the revolution on the mobility of the farm population to cities.
 - c. What were the conditions in the factories like for people who worked there in the 1790's to the late 1800's.
 - d. How did the people express their dissatisfaction with factory conditions.
- II. The rise of organized labor 1867-1920.
 - a. Why were workers discontented?
 1. Long hours
 2. Low pay
 3. Conditions in the factories
 - b. Forming of labor unions.
 1. Knights of Labor
 2. A.F.L.
 - c. How employers fought against unions?
 1. Injunctions
 2. Yellow dog contracts
 3. Federal government intervention

PROJECT

Interview a Union Member

Time: 4 class periods (44 minutes each)

The primary idea I will convey to students participating in this project is that just as there was a need for unionization of workers in the 1800's, workers must still rely on unions today for protection in the work place.

Objectives

1. To help students understand why it is beneficial to join unions.
2. To help students learn about what different unions people belong to today (craft; noncraft).
3. To help students compare/contrast the struggle of unions today and yesterday.

Instructional ActivitiesResources

- | | |
|---|---------------------------------------|
| 1. Brainstorm for interview questions (1-10) | Class, see attached list of questions |
| 2. Each student interview a union member | Interviewee |
| 3. Each student will share responses to interview questions | Class |
| 4. Each student will do a chart consisting of (a) different unions, (b) number of people involved in a particular union | Chart |
| 5. Each student will write an essay summarizing their interview. In the last paragraph the student expresses what he/she thinks being a union member means. | See attached sample of essay |
| 6. Each student will share summaries orally. | Class |
| 7. Careers - speakers will be invited to class to talk about his/her job and how being in a union has helped him/her. | Speaker |

Interview Questions

1. How long have you been in your union?
2. What union do you belong to?
3. What kinds of problems has your union solved for its members?
4. What is your job?
5. Do you believe you have a strong union?
6. Has your union ever had a fight with another union?
7. Do you think workers should be able to join unions?
8. Is there any group you think should not be able to join your union?
9. What do you think is the greatest advantage of belonging to a union?
10. What do you think is the single greatest disadvantage of belonging to a union?

Interview with Union Members

I interviewed Dick Okeson. He has been a union member for 19 years. He is a truck driver and a dock worker. His union is the I.B.T.C.W.H. of A. which stands for International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America. For short, they call themselves "the Teamsters." They are Local 544. When solved, union problems have resulted in better working conditions, good benefits including hospitalization, and a good pay scale. They fought from the start and bargained for many things including an additional holiday.

When I asked him if his union was strong, he replied, "Due to the fact of deregulation and poor economy, it is not nearly as strong as 15 to 20 years ago." In his 19 years with his union, he has had no battles with other unions. He thinks people should be able to join unions because they bargain for their rights. He also thinks police, firefighters and civil service people should not be able to join because if they went on strike, people who needed them could be in serious trouble.

The single greatest advantage of having a union membership to Dick is job security because he says they can't say "We had a good day a week ago, but now business is slow so you are laid off." In other words, they can't hold your job by threats. He says his single greatest disadvantage is being excluded from management type positions because workers in unions can only be promoted to a certain level.

To me, to be in a union means to be part of a medium powerful company. Even though you cannot be promoted to a management position, you can get good benefits.

DISADVANTAGES

ADVANTAGES

HOW LONG A
MEMBER

UNION NAME

MAKING POSTERS

Grades 4, 5 and 6

LABOR EDUCATION PROJECT

- GOALS:
1. To make students aware of labor unions in American society.
 2. To tweak the curiosity of students.
 3. To place UNION words into the student's environment.
- PROCEDURE:
1. Make a set of posters that explain union words, quotations that deal with labor leaders or activities, or create union curiosity.
 2. Place posters in obvious places.
 3. Frequently change the posters.

WORDS

1. BOYCOTT To refrain from having any dealing with.
2. COMPARABLE WORTH Paying people similar wages for equally difficult work.
3. CONTRACT A binding agreement.
4. INJUNCTION A writ granted by a court whereby one is required to do or refrain from doing a specific act.
5. LABOR UNION An organization of workers.
6. OVERTIME Working time in excess of a standard day or week.
7. PICKET A person posted by a labor union where workers are on strike.
8. SALARY Payment made at regular intervals for services.
9. STRIKE To stop working in order to obtain a change in the terms and conditions of employment.
10. WAGES Payment for labor or services usually according to a contract.
11. YELLOW DOG CONTRACT An employment contract in which a worker disavows membership in and agrees not to join a labor union during the period of his employment.

PERSONALITIES

EUGENE V. DEBS (1855-1926) Union organizer and founder of the Socialist Party--active in the railroad unions--established a national labor paper--active in the 1894 Pullman Sleeping Car Company Strike--Presidential candidate several times in the early 1900's--helped to found the IWW (Wobblies) but left the organization. In 1920 he ran for President while in prison--he received nearly 1,000,000 votes.

SAMUEL GOMPERS (1850-1924) American labor leader--president of the Cigar Maker's Union in 1875--became a member of the Knights of Labor, but he worked to found the AFL (American Federation of Labor). Worked for collective bargaining--favored unions organized by craft not industry.

WILLIAM GREEN (1873-1952) Labor leader--a district president of the UMWA (United Mine Workers of America)--succeeded Samuel Gompers as president of the AFL. Leader in pledging labor's help in World War II--agreed to no-strike and no-lockout policies.

WILLIAM HAYWOOD (1869-1928) A member of the Western Federation of Miners--in 1905 helped found the IWW (Industrial Workers of the World) or Wobblies. A labor radical--believed in violence to overcome capitalism.

JOE HILL (1879-1915) Industrial worker and songwriter--was an organizer for and member of the Wobblies--coined the phrase "pie in the sky"--he was convicted and executed for murder.

MOTHER JONES (1830-1930) MARY HARRIS JONES--Labor agitator--a representative for the Knights of Labor and a missionary to the working poor--Her philosophy was, "Pray, for the dead, and fight like hell for the living." Worked in the coal fields of West Virginia and Colorado to organize workers.

JOHN LLEWELLYN LEWIS (1880-1969) American labor leader--in 1920 was president of the UMW (United Mine Workers). Lewis left the AFL to help form the CIO (Congress of Industrial Organizations). Lewis became the first president of the CIO. He believed in the industrial form of labor organization.

TERRENCE VINCENT POWDERLY (1849-1924) Early labor leader--president of the Knights of Labor--favored open membership for women, blacks, and new immigrants.

WALTER REUTHER (1907-1970) Labor leader--in 1935 president of the UAW (United Automobile Workers)--led first UAW sit down strike--during WW II he proposed building airplanes by mass production methods in automobile plants. President of CIO in 1952 and helped CIO to join AFL in 1955 to form AFL-CIO. Advocate for social change--civil rights, improved medical care, health insurance, eradication of poverty. In 1968 he took the UAW out of the

AFL-CIO to form the Alliance for Labor with the Teamsters Union. Died in an airplane crash in 1970.

QUOTATIONS

Most union political successes have come in the areas of general labor and social goals that benefit workers as a whole rather than unionists alone.

FREEMAN @ MEDOFF

On balance, unionization appears to improve rather than to harm the social and economic system.

FREEMAN @ MEDOFF

The average unionized worker will see that unions generally "deliver the goods", by providing higher wages and benefits as well as a voice at the bargaining table and on the shop floor, but that some of "the goods" have a social cost.

FREEMAN @ MEDOFF

The essence of the employment relationship under capitalism is the payment of money by the employer to the employee in return for the employer's control over a certain amount of the employee's time.

FREEMAN @ MEDOFF

There are two sides to all collective bargaining arrangements, management and union.

FREEMAN @ MEDOFF

Strikes are "accidents," errors in negotiating strategies by labor and management.

SIR JOHN HICKS

Without labor nothing prospers.

SOPHOCLES

Labor, even the most humble and the most obscure, if it is well done, tends to beautify and embellish the world.

GABRIELLE D' ANNUNZIO

Take not from the mouth of labor the bread it has earned.

THOMAS JEFFERSON

Maybe they call it "take home pay" because there is no other place you can afford to go with it.

FRANKLIN P. JONES

Labor is discovered to be the grand conqueror. Enriching and building up nations more surely than the proudest battle.

WILLIAM ELLERY CHANNING

Labor disgraces no man; unfortunately you occasionally find men disgrace labor.
ULYSSES S. GRANT

Union gives strength.
AESOP

Labor, in this country, is independent and proud. It is not to ask the patronage of capital, but capital solicits the aid of labor.
DANIEL WEBSTER

Workers of the world unite.
ANONYMOUS

The labor union is an elemental response to the human instincts for group action in dealing with group problems.
WILLIAM GREEN

COURAGE
A Study of the Labor Movement Through Art

Grades 4, 5 and 6

A Study of the Labor Movement

This unit is planned to expose students to the courageous men and women who suffered injustice in the world of work and organized to help one another and all workers to improve their lives.

Humanities Learner Outcomes: The student shall:

Develop an understanding of events as part of an interrelated, chronological series of cross cultural events.

Learn to relate the past to the present in the study of cross cultural change and continuity in human affairs.

Develop skills of self-evaluation of his/her own academic and social growth.

Develop analytic skills of interpretation by (through) learning to recognize artistic devices used in fine art and literary forms of all cultures.

The student shall (understand that):

Behavior is shaped by the groups to which an individual belongs.

Human beings everywhere have similar needs and desires, their ways of meeting them differ according to their cultures.

Develop an attitude toward life which centers on the inherent dignity of each individual human being through an examination of cultural diversity.

Reconcile individual freedom with social control.

Through examination of his/her beliefs and what has shaped them, shall internalize a value system that selects and preserves the best in human societies.

The student shall demonstrate knowledge of:

Concepts and great ideas of human kind such as freedom, courage, responsibility - through the study of great themes in a multicultural interdisciplinary curriculum.

That all nations of the world are part of a global, interdependent system of economic, social, cultural, and political life.

Devices common to all fine art and literary forms of all cultures.

People, institutions, nations, and civilizations and cultures must be flexible, adaptable, able to conform to new circumstances, new ideas, new inventions and new pressures for change.

The human history of continuing unresolved conflicts and struggles.

Art Learner Outcomes: The student shall:

Be able to identify, mix and use primary, secondary and tertiary colors, color values and intensities of color.

Identify the design elements of color, line, shape, texture, value, and space in works of art from various cultures.

Experiment with arrangements that apply informal (asymmetrical) balance or formal (symmetrical) balance.

Identify the structural principles of rhythm, balance, contrast, and unity and how various cultures have utilized these techniques.

Become familiar with art of various cultures.

Use the vocabulary of art (elements, principles, composition) to discuss and evaluate art works from various cultures.

Demonstrate knowledge of the persuasive function of the visual arts. This can include how films and television, advertising and packaging affect our daily lives and stereotype people or cultural groups.

Produce visual images that express particular feelings or moods through the use of an element such as color variation or line quality.

Produce visual images with a particular function, e.g., poster design.

Reading learner outcomes: The student shall:

Listen and interpret stories, poetry, and other types of literature representing multicultural/gender fair groups.

Develop skills and interest in selecting and reading books that are multicultural/gender fair.

This unit is designed to fulfill the art portion of a unit on "courage" at Longfellow Humanities Magnet. Because of the team teaching approach at Longfellow, other portions of this unit have been taught in connection with this unit. Any teacher can adapt this plan by adding as much historical and literary information as available to satisfy social studies and english requirements.

The St. Paul School District's "Labor Studies" units are excellent resources, as are units available through the "International Brotherhood of Teamsters."

Day One

Begin by reading Chapter 1 of Trouble at the Mine.

Discussion of the unit "Courage."

1. What is courage?
2. When is someone courageous?
3. Discuss courage and student examples of courage.

Discussion of "union."

1. What is a union?
2. How many of you know something about a union?
3. How many of you know someone in a union?
4. What have you heard others say about unions?
5. What do you think of unions?
Read What is a Union? by Althea.
6. After reading What is a Union?, discuss how unions began and that it took courage to unionize for better working conditions and wages.

View slides of photographs from the history of the labor movement in the United States. These slides depict child labor, women laborers, black laborers, and immigrant workers from many foreign countries. Slides 1-13.

Discussion of slides often take up much more time than anticipated. The teacher must decide if a specific time line for the unit is essential. If not, the discussion of topics developed from viewing the slide may be allowed to cover many interesting discussions.

Day Two

Begin by reading Chapter 2 of Trouble at the Mine.

Show and discuss slides relating to the development of labor unions in the United States. Slides 14-24 are slides of a painting and photographs which promote labor and the labor movement.

Discuss how posters are used in promoting ideas and goals, and in advertising. Use slides of historic posters (poster collection showing historic development from the 17th century to the present) to explain design qualities necessary for good poster design.

Discuss the development of poster art and how to develop a design for a poster.

1. Work on letter possibilities.
2. Hand out samples of lettering.
3. Demonstrate use of measuring and lettering techniques.
4. Assign a sample alphabet, random letters, or student's name in student's own lettering style.

Have students begin collecting pictures of famous or important people or events. This research will be used for the poster and stamp assignments. Bring in postmarked stamps as examples.

Day Three

Begin by reading Chapter 3 of Trouble at the Mine.

Show and discuss slides of Artwork concerning labor and the labor movement. Slides 25-40.

Reinforce the elements of art and principles of design used in the creation of the artwork. Discuss the events that took place leading to the creation of the artwork.

Show more slides from historic poster selection, which are examples of poster design. Emphasize how principles of design which the artists used can be incorporated into the student's own design.

Share and discuss the alphabets created by the students.

Have students continue working with the lettering project.

Have students continue to collect pictures of famous persons and important events. Bring in postmarked stamps as exemplars.

Day Four

Begin by reading Chapter 4 from Trouble at the Mine.

Show and discuss slides of posters which are specifically related to the labor movement. Slides 41-53.

Collect and share the alphabets which have been developed by the students in the class. Emphasize the sharing of ideas from artist to artist and classmate to classmate.

Reinforce the elements of art and the principles of design in the discussion of the slides.

View and discuss slide of posters from historic poster selection.

Discuss getting ideas for creating original poster or posters. Discuss the use of lettering and information selection.

- 1a. Subject of the poster should be related to the labor movement, specifically a union. Try to encourage students to create a poster for a union for which their parents may work. If they have no connection with a particular union, encourage them to create a poster which is related to labor, or
- b. Subject of poster may be a person, an event, a cause, or a combination. Political campaigns and social causes are consistent subject of newspapers. Social and sporting events may also be of interest. Stress that courage should be part of the reason for the creation of artwork for this unit.
2. It is important to consider the whole design of the poster. Color, balance, use of space, etc. are all important ingredients. How can one incorporate words into the design and still keep balance?

Start preliminary ideas.

Bring in postmarked stamps as exemplars.

Day Five

Begin by reading Chapter 5 of Trouble at the Mine.

Review important issues in planning for poster design.

Discuss ideas and preliminary drawings among students and with individuals.

After initial plans have taken place, discuss how ideas can be transferred to a larger format. 12 x 18 or 18 x 24. Use of similar squares, enlarging with overhead or opaque projector are some methods which may be used.

Time to continue discussion of slides may also be necessary at this time. Again the teacher needs to make adjustments regarding the time line involved in the unit.

Continue to bring in postmarked stamps for next project.

Day Six

Begin by reading Chapter 6 of Trouble at the Mine.

Finish working on poster.

Have organized method of distributing materials and supplies. Discuss procedure for clean-up and handling of finished or unfinished artwork.

The actual number of days needed to complete the posters will vary. Extra days may be necessary.

Have students plan for in class evaluation of artwork for the next class period.

Continue to bring in postmarked stamps for next project.

Day Seven

Begin by reading Chapter 7 of Trouble at the Mine.

Have students organize their posters on prearranged area of the room or hall area.

First, have each student show his/her work and explain what the purpose of the poster is.

Second, have each student tell what they did to make the poster effective. Use of subject matter, elements, principles, etc.

Third, give other students the opportunity to share critical appraisals of the artwork. Stress that art criticism is the appreciation of the quality of the artwork. Negative aspects can and should be stated positively.

Day Eight

Begin reading Chapter 8 of Trouble at the Mine.

Hand out reading comprehension sheet on the "sweatshop." After reading the section, hand out quiz.

Review with students the principles of design which were used in the creation of their poster. Discuss how a stamp is actually a small poster.

Because of a stamp's size, words are limited and the design must be very specific.

Show slides of stamps which have been done in response to the labor movement. Discuss "how come there are so few?"

Show stamps that have been collected by students in the class. Try to classify stamps into groups.

A. Important People; B. Important Events; C. Important Groups or Organizations; D. Important Ideas

What is the connection with courage and stamps?

What kind of stamps can you design which celebrate a courageous person (union leader, etc.), event, organization, or idea?

Give students discussion time for ideas. Time for library research may be needed.

Use paper and pencil to sketch ideas.

Day Nine

Begin reading Chapter 9 of Trouble at the Mine.

Hand out reading comprehension sheet on Samuel Gompers. After reading selection give students a worksheet. Discuss reading.

After sharing individual ideas with the class, allow this class period to be used to work on stamp design.

Day Ten

Begin reading Chapter 10 of Trouble at the Mine.

Hand out "Labor Movement" wordfind. Discussion of these terms may take an entire period which will create a need to rearrange the time line.

Use the remaining time to finish stamp design.

Day Eleven

Discuss Trouble at the Mine with the class. What did you think of the book? What did you learn from the book? What did you feel about the story and the people in the book? Does this book change the way you feel about unions?

Use the remaining part of class to share the stamp designs of the students. Give each student a chance to share his/her work and then have time to critique the work by classmates.

Give teacher critique.

Stress positive acknowledgement of art elements and principles. Note how important the subject or idea is in the creation of artwork.

Listing of Slides for "Courage and Labor Studies"

Youth:

1. Picking tobacco
2. Picking cotton
3. Glass factory
4. Cannery
5. Textile workers
6. Italian immigrants - none of these 14 year old boys could read or write

Women:

7. Matchmakers union
8. Immigrant Women from Southern Europe
9. Anxious mothers - effects of plant closings

Blacks:

10. Slave sale
11. Sharecroppers - slightly better than slavery
12. Chain gang - another form of southern slavery
13. Clarksdale, Mississippi, 1936 - Southern White Power

Labor's Movements:

14. L'Internationale - union organization
15. IWW - Industrial Workers of the World
16. General Motors strike in Flint, Michigan, 1937
17. Black leaders of Niagara Movement 1905. Crusade for full justice and equality
18. Craft Union
19. Union of Greeks, Russians, Italians, and Jews strike against bosses.
20. Lawrence Strike, 1912
21. Minorities in new CIO unions 1929
22. Samuel Gompers
23. John L. Lewis
24. Lech Walesa (Poland's Solidarity Union)

Fine Art:

25. Social comment concerning capitalism
26. Haymarket Affair May 4, 1886
27. The Strike, 1899 (Jules Adler)
28. Pullman Boycott
29. Woman with Buckets and a Chile 1910-11
Taking in the Harvest 1911 (Kasimir Malevich-Russian)
30. The Knife Grinder, 1912 (Kasimir Malevich)
31. Pillars of Society, 1926 (George Grosz-German)
32. Workhouse Inmate, 1928 (Otto Nagel)
33. Peasant Family from Kalenberg, 1939 (Adolf Wissel)
34. Free Speech, 1934-36 (Maynard Dixon)
35. Shift Change at the Magma, 1940 (Lew Davis)
36. Passion of Sacco and Vanzetti, 1967 (Ben Shahn)
37. Zapata (Diego Rivera)
38. Zapata, 1931 - fresco (Diego Rivera)
39. Class Struggle, 1935 (Diego Rivera)

40. Jose Clemente (Orozco Zapatistas)

Labor Posters:

41. Arbitration is the True Balance of Power (J. Keppler)

42. Proclamation of 1869 (U.S. Grant)

Same wages for fewer hours of work

43. 8 hour day - England

44. 1899 Certificate of Membership UMW

45. IWW Slogans from Solidarity, the Wobbly newspaper

46. Zuur Work, 1930 - Dutch Federation of Union persons. (Paul Schwiterna)

47. America's Answer! Production, 1942 (Jean Carlu)

48. Wish or Work (pre-depression poster had to be pulled)

49. One Iron in the Fire (also pulled from production)

50. Vote Labour

51. Women Are Fighters

52. Strike for the Eight Demands

53. End Bad Breath

Labor Studies in the Elementary School
P.S. 150, Borough of Queens
New York, New York

Reading Comprehension

Name _____

"Nowhere in the world at any time, probably, were men worked as they were in the sweatshop -- the lowest paid, most degrading of American employment, as they existed at the turn of the century. The sweatshop employer ground all the work he could from every man, woman, and child under him."

Sweatshops had grown up like mushrooms in the slum areas of the major cities, anywhere and everywhere -- in damp basements, dark hallways, overcrowded bedrooms. On sweltering summer days when work indoors was unbearable, the families took their work out to the fire escapes or up to the roofs.

People worked a fifteen or sixteen hour day, from five in the morning till nine at night. In the busy season people would work all night, and Sundays as well.

If you were a really ambitious person, eager to learn a few extra pennies, you would be at your bench at 4 a.m., as hundreds of others were, and if the boss provided gas lights you might come at 3 a.m. Some workers even spent the night in the shop, sleeping on the hard floor with a bundle of unfinished garments for a pillow.

Going to work was like entering a prison at that time. Doors to shops were barred at a certain hour in the morning so that no one could enter or leave. Someone wanting to go to the washroom had to get permission, and was followed to make sure he or she didn't stay too long.

Bosses would even forbid workers to talk or sing on the job. One company fined employees 50 cents if they looked out of the window and 25 cents if they laughed.

Workers were searched when they left the shops to make sure they weren't stealing a bit of cloth or thread. They had to pay for everything. For broken needles. For the thread they used. For the electricity that ran their machines. For the chairs they sat on. Even for the hooks they hung their hats on. All this was taken from their wages that never got above five dollars a week! It was out of this climate that workers found a purpose for uniting and the need for a union was born.

Circle the most appropriate answer.

1. Working in the sweatshops was:
 - a. Very desirable
 - b. Pay was high and conditions were good
 - c. Pay was low and conditions poor
 - d. None of these
2. Sweatshops were mainly located in:
 - a. Farm country
 - b. Small towns
 - c. Fashionable parts of the cities
 - d. Major city slum areas
3. The sweatshops employed:
 - a. Men
 - b. Women
 - c. Children
 - d. All of these
4. People worked in sweatshops:
 - a. 15 hours a day or more
 - b. 8 hours a day
 - c. Less than 8 hours a day
 - d. 10 hours a day
5. The word ambiguous in the 4th paragraph most nearly means:
 - a. Lazy
 - b. Eager
 - c. Angry
 - d. Scared

Reading Comprehension

Name _____

The life of Samuel Gompers is the story of an immigrant boy who became the first great labor leader in America. Gompers helped found the American Federation of Labor. He developed it from a group of 25 craft unions into a body of almost 150 unions with four million workers.

Gompers was born in London, the son of a poor Jewish cigar maker. To help support his family he left school at the age of ten to work for a shoemaker. Later he became apprenticed to a cigar maker.

When he was thirteen years old his parents brought him to New York City. He got work in a cigar factory, where the workers had a plan for self-education. Each one in turn read aloud from books or newspapers while the others rolled cigars.

In 1877 the Cigar Makers' Union was almost ruined by losing a prolonged strike. Gompers became president of his local. He and a few others started to rebuild their local and the national union according to their ideals. They thought working men would stay united only when striving for higher wages and better conditions. They believed in drawing all the local unions of a craft together into a single strong national union.

Gompers soon built his national union into a model for all others. In 1881 he helped organize a group of national unions. It took the name American Federation of Labor in 1886. Gompers became president and, except for one year (1895), he held office until he died in 1924.

1. Samuel Gompers helped found the American Federation of Labor which had:
 - a. 25 workers
 - b. 150 workers
 - c. 4 workers
 - d. 4 million workers
2. Gompers left school at the age of ten because:
 - a. He wanted to make shoes
 - b. He was Jewish
 - c. He had to help support his family
 - d. He wanted to make cigars
3. In New York City he furthered his education by:
 - a. Listening and reading books and newspapers in the factory
 - b. Going back to school for a diploma at night
 - c. He hung around with a lot of smart guys after work
 - d. His parents engaged a tutor for him
4. Members of the American Federation of Labor were members of:
 - a. Union that attempted to get all workers into industrial unions
 - b. Members of locals of craft union that had been unified into national unions
 - c. No particular group with little or no common interests
 - d. None of the above
5. In the fourth paragraph the word striving most nearly means:
 - a. Trying to get
 - b. Avoiding
 - c. Running
 - d. All of these
6. This passage is probably taken from:
 - a. A biography
 - b. A TV script
 - c. An encyclopedia
 - d. A new play
7. Samuel Gompers is best known as a:
 - a. Labor leader
 - b. Cigar maker
 - c. Shoe maker
 - d. Educator

Study sheets used in this unit were obtained from How Schools Are Teaching about Labor

Copies are available for \$3.00 from the
AFL-CIO Pamphlet Division
815 16th Street NW
Washington, DC 20006

Make checks payable to AFL-CIO Secretary-Treasurer

Slides have been taken from various sources. Copies can be obtained from John Mueller, Longfellow Humanities Magnet School, St. Paul, Minnesota.

SINGING LABOR SONGS

SINGIN' UNION

<u>Subjects</u>	<u>Skills</u>	<u>Grade Levels</u>
social studies	analysis	6-12, esp. 9-12
language arts	critical thinking	
communications	valuing	
music	communication (see extension)	

Time required: Minimum one 50-minute class period; two-five periods if including suggested extensions.

Objectives:

1. Students will be able to identify how the workers' viewpoint is expressed in a variety of historical and contemporary songs.
2. Students will appreciate the rich history of union and worker related songs.
3. Students will form opinions on the appropriateness of artists expressing political views.

Activity:

1. Play a variety of labor songs to class while students read lyrics along with the music.
2. Ask questions of students to help them "hear" the words, such as: "Who is the narrator or protagonist in the song? Is it a man or a woman (if possible to tell?" "What does he or she value for workers?" "What action does the writer promote (if any)?" "When do you think this song was written? How can you tell? Could it have been written today without changing the lyrics substantially?" "What do you think about artists expressing 'political' views in their art? How about in their personal lives? Is it exploitive of their fans (particularly rock musicians)?" "How do the viewpoints of business owners get expressed to us?" "How are the messages portrayed to us via the mass media different (or the same) from those expressed by contemporary artists?" (Obviously the questions need to be picked carefully depending on the age and knowledge of the students.)

Evaluation:

Pick one song and analyze the lyrics for its message. Do you agree with the writer's message?

Extensions:

1. Have students analyze their own collections of music for any worker-related or other political issues.
2. Students can write their own labor song, or perhaps a "students' rights" song.
3. Students could write a short story based on one song, set either in its time period or today.
4. Interested students may want to analyze a variety of labor songs for differing male and female perspectives.

Variations:

For younger students (grades 6-8) carefully select songs to fit their interests, possibly with more contemporary than historical songs, and more shorter songs than long ones.

Suggested Songs

<u>Title</u>	<u>Year</u>	<u>Author</u>
Drill Ye Tarriers Drill	1888	Thomas Casey (on "Travel on With the Weavers")
Hard Time in the Mill	c.1900	*
I Am a Union Woman	1930s	Aunt Molly Jackson, NMU organizer
Joe Hill	1938	Earl Robinson, Alfred Hayes*
Union Maid	1940	Woody Guthrie
Talking Union	1941	Almanac Singers (P. Seeger, L. Hayes, M. Lampell)
Hard Traveling	1959	Woody Guthrie
Factory	1978	Bruce Springsteen
Johnny 99	1982	Bruce Springsteen
We Shall Not Be Moved	?	Traditional*

*See Joe Glazer's Sings Labor Songs and Pete Seeger's Talking Union.

Also, almost anything by The Weavers, Almanac Singers or Woody Guthrie; Bruce Springsteen bet. 1978 and 1984 (for older students); some John Cougar Mellancamp.

WE SHALL NOT BE MOVED

We shall not, we shall not be moved; (2x) 142
Just like a tree that's planted by the water,
We shall not be moved.

G-D-/-G G/ C-G-/G D G -

For we're Black and White together, we shall...
We're fighting for our freedom...
For the union is behind us...
We're fighting for our children...

Fuertes, fuertes, fuertes somos ya (2x)
Como un árbol firme junto al río
Fuertes somos ya.

Luchamos por librarnos, fuertes...

Luchamos por los hijos...

(A second Spanish version)
No, no, no nos moverán (2x)
Como un árbol firme junto al río
No nos moverán



Unidos en la lucha, no nos moverán...
Unidos en la huelga...

Another gospel song put to good use in the union-organizing, freedom, & antiwar movements. In the PEOPLES SONGBOOK, SONGS OF WORK AND PROTEST, & AMER FAV BALLADS. On ESSENTIAL PETE SEEGER, HIS TALKING UNION, & Joe Glazer's SINGS LABOR SONGS.

DRILL YE TARRIERS DRILL

Ev'ry morning at seven o'clock
There were 20 tarrriers a-working at the rock
And the boss comes along and he says: Keep still
And come down heavy on the castiron drill!

Am F Am F / Am F E - / Am F Am F /

Am Em C E

Chorus

And drill, ye tarrriers, drill! (2x)
Oh, it's work all day for the sugar in your tay
Down behind the railway,
And drill ye tarrriers, drill! and blast! and

fire! Am G Am - (2x) Am - E - /

Am - E - / Am G Am Am G Am Am G Am -

The boss was a fine man down to the ground
He married a lady as good as could be found;
She baked good bread, and she baked it well,
But she baked it hard as the holes of hell!

Now the new foreman was Jim McGann;
By God, he was a blamed mean man!
Last week a premature blast went off,
And a mile in the air went big Jim Goff.

The next time pay day came around,
Jim Goff a dollar short was found.
When he asked what for, came this reply:
"You were docked for the time you were up in
the sky." - Thomas Casey

Written in 1888 about the Irish tarrriers or dynamiters by a NY
entertainer who had himself worked once on a blasting crew. In
TRAV ON WITH THE WEAVERS & on their ON TOUR.

JOE HILL

I dreamed I saw Joe Hill last night
Alive as you and me
Says I, "But Joe, you're ten years dead!"
"I never died," says he. (2x)
C - / F C / F G C / D G / - C

"In Salt Lake, Joe," I said to him
Standing by my bed
"They framed you on a murder charge
Says Joe, "But I ain't dead." (2x)

"The Copper Bosses shot you, Joe
They killed you, Joe," says I
"Takes more than guns to kill a man"
Says Joe, "I didn't die..."

And standing there as big as life
And smiling with his eyes
Joe says, "What they could never kill
Went on to organize."

"Joe Hill ain't dead," he says to me
"Joe Hill ain't never died.
When workers strike and organize
Joe Hill is by their side."

From San Diego up to Maine
In every mine and mill
Where workers stand up for their rights
It's there you'll find Joe Hill.

- Earl Robinson & Alfred Hayes

Hill was a prolific songwriter & organizer for the IWW. He was framed
on a murder charge & hanged by the state of Utah in spite of worldwide
appeals for his life (incl. by Pres Wilson). Moblites were considered
fair game for this sort of repression - espec during the brutal 1919
"Red Scare". In the PEOPLES SONGBOOK & the FIRESIDE BOOK OF FOLK SONGS
In JOAN BAEZ SONGBOOK & on her FROM EVERY STAGE. On Joe Glazer's
SINGS LABOR SONGS & his SONGS OF JOE HILL. (c) 1938 Leeds Music
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WORK

Chorus

A working man's daughter, a working man's son
Often don't understand til the working man's
done

G Am/Bm CD

And his eyes looked so tired from a working
man's day
If there once was any humor it got eaten away

Am - /Bm CD

'Cause the bosses they yell from nine until five
They yell every day that my father's alive

Now he's gone from this earth and my heart fills
with hate
When I think of how many men meet the same fate

They work every day making nickles and dimes
While the rich bosses tell them there'll be
better times - Karen & Jerry Mitnick

On Boy Grant & the Human Condition's WORKING PEOPLE Gonna Rise
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HARD TIMES IN THE MILL

Ev'ry morning at half past four
You hear the cooks hop on the floor
It's hard times in the mill, my love
Hard times in the mill

D - /A - /C/D D - /DA D

Every morning just at five
You gotta get up, dead or alive
It's hard times...

Every morning at six o'clock
Two cold biscuits, hard as a rock...

Every morning at half-past nine
The bosses are cussin' and the spinners are
cryin'

They docked me a nickel, they docked me a dime
They sent me to the office to get my time
Cotton mill boys don't make enough
To buy them tobacco and a box of snuff
Every night wahn I get home
A piece of corn bread and an old jawbone
Ain't it enough to break your heart?
Hafta work all day and at night it's dark

Written by textile workers in Charleston, SC around 1900. In SONGS
OF WORK AND PROTEST. On Joe Glazer's SINGS LABOR SONGS & Pete Seeger's
INDUST BALLADS.

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HARD TRAVELING

I been havin some hard travelin, I thought you
known

I been havin some hard travelin, way down the
road

I been havin some . . . hard ramblin, hard
gamblin

I been havin some hard travelin, Lord

C --- / -- DG/C - F - /CGC -

I been doin some hard-rock minin', I thought...
I been leanin on a pressure drill, way down...
Hammer flyin, air-hose suckin, 6 feet o' mud an'
I sure been a-muckin--I been havin...

I been workin that Pittsburgh steel, I thought..
I been pourin that red hot slag, way down...
I been blastin, I been firin, I been duckin
red-hot iron...

I been ridin them fast rattlers, I thought...
I been ridin them flat wheelers way down...
I been ridin them dead enders, blind passengers,
pickin up cinders...

I been hittin some hard harvestin, I thought...
North Dakota to Kansas City, way down...
Cuttin that wheat, stackin that hay, tryin to
make 'bout a dollar a day...

I been layin in a hard-rock jail, I thought...
I been layin out 90 days, way...
Mean old judge, he says to me: (90 days for
vagrancy!)

I been hittin that Lincoln Highway, I thought...
I've been hittin that '66, way down the road
Heavy load and a worried mind, lookin for
freedom that's hard to find - Woody Guthrie
In his Jamboree TRO (s) 1959/64 & '72. Ludlow Music, Inc.
New York NY. Used by permission



I AM A UNION WOMAN!

I am a union woman, just as brave as I can be.
I do not like the bosses and the bosses don't
like me.

Join the NMU. Come join the NMU.

Am - Em Am/Ew Am G Am/C#AmG Am G Am

I was raised in old Kentucky, in Kty. born & bred
And when I joined the union they called me a
Rooshian Red.
Join the NMU. . .

This is the first time on earth that I have ever
saw
To get killed out by gun thugs & framed up by
the law. Join. . .

When my husband asked the boss for a job, this
is the words he said:

"Bill Jackson, I can't work you, sir, your
wife's a Rooshian Red.

We are many thousand strong & I'm glad to say.
We are getting stronger & stronger every day...
- Aunt Molly Jackson

A coal miner's daughter, wife, & mother. Aunt Molly helped organize
Appalachian miners in the 30's. On AUNT MOLLY JACKSON (Rounder).
In ALL OUR LIVES & SING OUT REPRINTS #8.

TALKING UNION

If you want higher wages let me tell you what
to do
You got to talk to the workers in the shgp with
you
You got to build you a union, got to make it
strong
But if you all stick together boys, t'wont be
long
You get shorter hours, better working conditions,
Vacations with pay, take the kids to the sea,
shore.

G C / D - // G - C - / D - G -

It ain't quite this simple, so I better explain
Just why you got to ride on the union train
Cause if you wait for the boss to raise your pay
We'll all be waiting till judgment day
We'll all be buried—gone to Heaven—
Saint Peter'll be the straw boss then, boys.

Now, you know you're underpaid, but the boss
says you ain't
He speeds up the work till you're about to
faint
You may be down and out, but you ain't beaten
You can pass out a leaflet and call a meetin
Talk it over—speak your mind
Decide to do something about it.

Course the boss may persuade some poor damn
fool
To go to your meeting and act like a stool
But you can always tell a stool, though, that's
a fact
He's got a rotten streak a-runnin down his back
He doesn't have to stool—he'll make a good
living.
On what he takes out of blind men's cups

You got a union, now, and you're sitting pretty
Put some of the boys on the steering committee
The boss won't listen when one guy squawks
But he's got to listen when the union talks—
He better—be mighty lonely
Everybody decide to walk out on him.

Suppose they're working you so hard it's just
outrageous
And they're paying you all starvation wages
You go to the boss and the boss will yell
Before I raise your pay I'd see you all in hell
Well, he's puffing a big cigar and feeling
mighty slick
Cause he thinks he's got your union licked
He looks out the window and what does he see
But a thousand pickets and they all agree
He's a bastard—unfair—slavedriver—
But he beats his wife.

Now, boys you've come to the hardest time
The boss will try to bust your picket line
He'll call out the police and the Nat'l Guard
They'll tell you it's a crime to have a union card
They'll call everyone of you a goddam Red
Unpatriotic—Koscow agents—bomb throwers
Even the kids.

WORK

But out in Detroit here's what they found
And out in Frisco here's what they found
And out in Pittsburgh here's what they found
And down at Bethlehem here's what they found:
That if you don't let red-baiting break you up
If you don't let stool pigeons break you up
If you don't let vigilantes break you up
If you don't let race hatred break you up
You'll win—what I mean is, take it easy
But take it. —*Millard Lampell, Lee Hunt & Art Seeger*
written by the Almanac Singers while they were singing for CIO unions
in 1941. On Seeger's TALKING UNION, HIS SONGS OF STRUGGLE AND PROTEST,
A HIS GREATEST HITS IN BELLS OF RHYTHM. (C) 1947 Storming Music, Inc.
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UNION MAID

(Tune: Red Wing)

There once was a union maid
Who never was afraid
Of the goons and the ginks and the company finks
And the deputy sheriffs who made the raids
She went to the union hall
When a meeting it was called
And when the company men came round
She always stood her ground
D - / G D / A D / E A / D - / G D / A D / E A D

Chorus

Oh you can't scare me I'm stickin to the union
I'm stickin to the union, I'm stickin to the
union
Oh you can't scare me I'm stickin to the union
I'm stickin to the union till the day I die
G - D - / A - D - //

This union maid was wise
To the tricks of the company p.i.s
She couldn't be fooled by the company stools
She'd always organize the guys
She'd always get her way
When she struck for higher pay
She'd show her card to the national guard
And this is what she'd say:

Now a women's struggle is hard
Even with a union card
She's got to stand on her own wo feet
And not be a servant to a male elite
We've got to take a stand
By working hand in hand
There is a job that's gotta be done
And a fight that's gotta be won

We modern union maids are also not afraid
To walk the line, leave jobs behind
And we're not just the Ladies' Aid
We fight for equal pay/and we will have our say
We're workers too the same as you
And fight the union way. —*Woody Guthrie (et al)*

In 1940 Seeger & Guthrie were at a small union mtg in Ohio City. Some
company thugs came to break it up but the group (incl women & children)
hung together, in part with vigorous singing. Woody wrote the song that
night. The old 3rd verse was not his - these last 2 verses are now
note the pun on the old "union bugle" labels. In his SONGBOOK, in SONGS
OF WORK AND PROTEST, & in BELLS OF RHYTHM. On Tribute to Guthrie vol 2
new harmony Stearns' AIR-T I A WOMAN, & Seeger's SINGS LABOR SONGS, TRAD
(C) 1941-1943 Ludlow Music, Inc., New York, NY. Used by
permission. Verse 4 by Rebecca Mills and Frances
Lewis. Verse 3 by Woody Guthrie. Also in I'm Out in 1947, vol 1 (Jan 79)

Johnny 99

Well they closed down the auto plant in
Mahway late that month.
Ralph went out lookin' for a job but he
couldn't find none
He came home too drunk from mixin'
Tanqueray and wine
He got a gun shot a night clerk now they call'm
Johnny 99

Down in the part of town where when you hit a
red light you don't stop
Johnny's wavin' his gun around and threatenin'
to blow his top
When an off duty cop snuck up on him from
behind
Outr in front of the Club Tip Top they slapped
the cuffs on Johnny 99

Well the city supplied a public defender but the
judge was Mean John Brown
He came into the courtroom and stared poor
Johnny down
Well the evidence is clear gonna let the
sentence son fit the crime
Prison for 98 and a year and we'll call it even
Johnny 99

A fistfight broke out in the courtroom they had
to drag Johnny's girl away
His mamma stood up and shouted "judge don't
take my boy this way"
Well son you got a statement you'd like to
make
Before the bailiff comes to forever take you
away

Now judge I got debts no honest man could pay
The bank was holdin' my mortgage and they
was takin' my house away
Now I ain't sayin' that makes me an innocent
man
But it was more'n all this that put that gun in
my hand

Well your honor I do believe I'd be better off
dead
And if you can tke a man's life for the
thoughts that's in his head
Then won't you sit back in that chair and think
it over judge one more time
And let 'em shave off my hair and put me on
that execution line
© Bruce Springsteen 1982

FACTORY

Early in the morning factory whistle blows,
Man rises from bed and puts on his clothes,
Man takes his lunch, walks out in the
morning light,
It's the working, the working, just the
working life.

Through the mansions of fear, through the
mansions of pain,
I see my daddy walking through them
factory gates in the rain,
Factory takes his hearing, factory gives
him life,
The working, the working, just the
working life.

End of the day, factory whistle cries,
Men walk through these gates with death in
their eyes,
And you just better believe boy,
somebody's gonna get hurt tonight,
It's the working, the working, just the
working life.

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SUBJECT: Social Studies/Music
 GRADE: Upper Elementary
 LESSON DURATION: 20 minutes

GOAL: Students will learn a labor song and be able to sing it with the class.

Objectives:

1. Students will listen to the song initially.
2. Students will read through the words to the song with the teacher.
3. Students will sing through the song together with the teacher.

Background Information on Merle Travis

Merle Travis was a coal miner's son. He was born and reared in Beech Creek, NY. He lived there during the thirties and forties, though never worked in the coal mines himself.

Quotation from article in United Mineworker's Journal written by Merle Travis.
 "I have known the fruits of strikes. The bitter and the sweet. Hunger and music...Who deserves more credit than the wife of a coal miner? Mother was one. She never complained about the hardships that were hers in abundance. Lighting the coal-oil lamp long before daylight, and cooking breakfast for her children and husband.

Taylor, my oldest brother, would come home and get 'washed up.'
 How well I remember the galvanized tub set in the middle of the - the big black pot of water poured in - the steam - and then enough cold water to make it just right. When I'd watch him wash the black coal dust from a little rose tatoo on his arm I longed for the day when I could work in the mine and have a tattoo...He practically broke every rib in his body in a mine accident and it changed his whole life..."

The Teacher's Lament
 Set to tune of Travis' "Sixteen Tons"

Some people say a teacher's made out of steel,
 Her mind can think, but her body can't feel;
 Iron and steel and hickory tea, Frowns and gripes from 9 to 3.
 You teach six full hours and what do you get?
 Another day older and deeper in debt.
 You pay your dues in this and that Then for 29 days your billfold's flat.

I woke one morning, it was cloudy and cool
I picked up my register and started for school,
I write eighty-four names on the home room roll
And the Principal said, "Well, bless my soul."

You teach six full hours and what do you get?
Cuts and bruises and dirt and sweat.
I got two black eyes and can hardly walk.
When I turned my back, then came the chalk.

I got eighty-four kids and forty-two seats--
Sixty are talking, while twenty-four sleep.
I can hardly get 'em all through the classroom door
And if I don't watch out they'll give me twenty-four more.

You teach six full hours to eighty-four brats
And all of them yelling like dogs and cats.
They're cutting on the seats and writing on the walls,
Hugging and kissing in the upstairs halls.

The last bell rings and I start for the door,
My head is ringing and my feet are sore.
I taught six full hours -- my day is made
But I still have three hundred papers to grade.

You teach six full hours and what do you get?
Another day older and deeper in debt.
I'll go to St. Peter, but I just can't stay --
I gotta come back to the P.T.A..

LABOR ISSUES ROLE PLAY

Junior High School

Included are three case scenarios that will deal with labor issues of both past and present. These cases will be designed for the purpose of assisting students in the understanding of issues related to labor relations and unions.

The cases are to be acted out by students in a role playing situation. Each case will be preceded by a brief explanation of historical background to help the students identify with the selected roles. Once the students are presented with the background surrounding the case, they will be presented with the scenario to be acted out impromptu.

Next, students will be selected to fill the specific roles and each will be presented with a character description of the role they are to portray in the scenario.

The students who are not directly involved in the role playing will observe and make notes on the interaction and the development of issues during the scenario. They will be asked to pay close attention to the arguments presented by each individual and to identify any decisions made during the role playing.

Each scenario will culminate with a discussion of several questions related to the issue that will assist students in their understanding the key points of each case scenario.

Each case will follow the format outlined below:

- I. Historical background of specific labor issue
- II. Development of the individual roles
- III. Role playing and observation
- IV. Discussion of questions and implications

Cases to be included are:

1. Piece-Rate Pay
2. Equal Pay For Equal Work
3. Strike - Work or Walk

Piece-Rate Pay

Since the early 1900's many companies have used the piece-rate pay system as a method of increasing production and worker efficiency. This method of pay was especially common in large steel companies and garment factories in the 1920's. According to this piece-rate system, a worker was paid for each item that he or she finished. This would allow the more efficient workers to make more money by working faster and finishing more pieces. In the garment industry, for example, a worker was paid a certain amount of money for each piece of clothing that he or she finished. Many workers under this pay system would choose to take "home work" home so they could finish more pieces and make more money.

Many large companies, however, realized that they could be paying some workers too much money if these employees became very fast at finishing their piecework. In order to keep the wages down, some companies would arbitrarily change the rate of pay if the workers got too fast and began to make too much money. Other companies simply established a limit on how much money a worker could make in one day.

These company policies often resulted in lower production, lower wages, and in some cases, led to bitter strikes.

Situation

There are two (any number) employees of the J.P. Borgen Greeting Card Company, who are busy making greeting cards. They are being paid a piece-rate of one cent for each card they finish. Some of the workers are very fast and some are not. At first Mr. Borgen, the owner of the company, is very pleased at the way things are going. The workers are making plenty of cards and his profits are very good.

The situation begins to change, however, when Mr. Borgen realizes that one of his employees is making far too much money because that worker is taking work home. In order to remedy this situation, he calls a meeting to inform his employees that from now on each worker will make a maximum of \$1.00 per day regardless of how many cards he or she makes.

We are at this meeting. The workers are discussing this new policy with the owner, Mr. Borgen.

Worker #1

You are Miss Kay Martin, a very good card maker who takes plenty of time to do your work because quality is first in your mind. True, you do not make as many cards as some other workers, but yours are some of the best in the industry. At this meeting with Mr. Borgen, you really don't care if there is a limit of \$1.00 per day because you can't make cards that fast anyway. Speak up for quality at the meeting.

Worker #2

You are James "Jiffy" Jackson, an expert card maker capable of turning out 200 to 300 cards per day. You can do this because you work through your break and your lunch period. You even take work home where you can have your wife and children help you make as many as 100 extra cards per evening. It is mainly because of you that Mr. Borgen has proposed the new limit on earnings. Many of the other workers are jealous of you because of the large amount of money you

have been making. They feel that you do not do "quality work" because you work too fast.

You will do anything to stop Mr. Borgen from putting a limit on earnings. Speak up for speed at the meeting.

Mr. Borgen Owner

You have owned this company for many years and have used many methods to pay employees. When you decided to pay your workers by the piece-rate system you envisioned high production and workers that were eager to produce. This system worked well until some workers began to make too much money. You don't know how they did it but some employees made 300 cards in one day. If all the workers begin to do this you may be paying out great sums of money in wages.

You've also noticed that the workers have been bickering amongst each other lately and that the quality of the greeting cards has slipped. You must slow your workers down in order to keep wages in check and quality in mind. You will tell your workers that they can no longer make more than \$1.00 per day, but the piece-rate system will still be in effect.

Discussion

1. If you were a worker, would you like the piece-rate system? Why or why not?
2. How would you feel if your boss changed the rate of pay because you were making too much money?
3. How could the piece-rate system affect the quality of a product?
4. Would you be willing to work through your break and lunch period to make more money? How about taking work home?
5. What could the workers do to stop Mr. Borgen from putting a limit on earnings?
6. Other questions?

Equal Pay for Equal Work

In 1963, Congress passed the Equal Pay Act. Organized labor played a very important role in getting this bill through Congress. Because of this legislation it is illegal for an employer to discriminate against workers because of their sex or race. All workers, who do the same job, are to be paid equally regardless of sex or race.

Until this law was passed it was legal for an employer to pay women or minorities lower wages even though they were doing the same job as other higher paid employees. While the Equal Pay Act did improve the pay status of women and minorities, it did not put an end to discrimination in the work place. Many employers today still discriminate against women and minorities in many different ways.

Situation

Three positions are available in the shipping room of the C.W. Cartright Company. This is a mail order company that sells and ships medical supplies to hospitals all over the world. The three open positions involve the same type of work, that is, filling orders and shipping them to customers.

The employer in this case is interviewing a female for one of the positions but refuses to offer her the same starting wage as two other male applicants. In order to do this, the employer has changed the title of the job for the female applicant. She will be hired as a shipping clerk while the men will be called Merchandizing Specialists. She will be offered \$5.75 per hour while the men will receive \$8.25 per hour.

The interviewer believes that because the woman is not the only wage earner in her household, she doesn't need the same wage as the men. He also believes that the woman may not be as physically capable to do as well as the men on this job.

The interview is now in progress.

Character #1 Company Interviewer for C.W.C.C.

You and the company have had a past history of hiring women at a lower rate of pay than men. You have been able to do this inspite of the Equal Pay Act because you simply change the names of positions filled by females. You will try to hire Ms. Jane Dillinger using these tactics.

Character #2 Ms. Jane Dillinger, Job Applicant

You are a 27 year old female, who has a two year degree from a local community college where you were very involved in student government and athletics. Your husband is an electrical engineer for a local firm and you have no children. You are applying for this job in hopes of advancing to a management position within the company in the future. You know that two young men have already been interviewed and hired at the rate of \$8.25 per hour.

During your interview you must discuss wages and job description. Go for it!

Discussion

1. What reasons did the interviewer give for offering Ms. Dillinger a lower wage? Are any of these legitimate reasons?
2. What arguments did Ms. Dillinger use for a higher rate of pay? Were there other arguments she could have used?
3. What other tactics could be used by a company to avoid equal pay for equal work? (Hint - test? others?)
4. What are your thoughts about the equal pay issue?
5. Other questions?

Strike -- Work or Walk

During the collective bargaining process, workers are represented by an organization called a union. The workers within the union will select a committee to negotiate a contract with the management of a company. They will discuss items such as, wages, benefits, and working conditions. If all goes well at these negotiations sessions, the union and the company will settle on a contract that satisfies both the workers and the company.

However, there are times when the negotiations between the workers and the company do not end in an agreeable settlement. There may be disagreement over pay, working conditions, or some other terms of employment. When the two parties disagree and negotiations "break down," the workers may have to go on strike. During a strike, the workers will withhold their services to the company in hope that negotiations can resume so a settlement can be reached.

For as long as the strike lasts, the workers are without pay and the company will reduce or even stop production, which reduces the company's profits. Some strikes last for long periods of time and some are settled quickly. As you can see, the consequences of a strike can be very serious for both the workers and the company.

In most cases, strikes are settled by either one or both sides giving in on issues that are being negotiated. Often, there is a compromise where each side gives up something to settle the disagreement. Questions?

Situation

The union negotiating committee has been meeting for eight months with the company negotiators to reach a settlement. Negotiations have broken down and there is much talk about a strike. The main reason for the "impasse" is wages. The company has demanded freeze on wage increases and the workers are asking for a

25 cent per hour increase. Most other items of the contract have already been agreed upon by both parties.

A union meeting is taking place and you will hear three people speak about the possibility of a strike. After listening to the three workers you must vote -- work or walk. Strike -- Yes or No.

Speaker #1

You are Mr. Jay Williams, 21 year old male who has worked with the company for eight months. Your wage is \$6.85 per hour. You are single and living in a small apartment. You have not much to lose so why not strike?

Speaker #2

You are Alicia Johnson, 41 year old female who has worked with the company for 12 years. You are married with two children and your wage of \$11.25 per hour helps to pay the \$750 house payment. Your husband is a hospital employee who earns \$38,000 per year. You are undecided about a strike because, although the raise is greatly needed to keep up with inflation, a strike would put a hardship on your family. You also are afraid that the company may fire anyone who goes out on strike, regardless of how long they have worked there.

You are undecided at the moment. You must think of all the reasons you can for and against a strike and make a decision by the end of the role playing session.

Speaker #3

You are William Baur, a 63 year old male who has worked for this company for 28 years and you are only two years away from a full retirement. You have recently sold your home in the city and purchased a retirement place in Florida, where you hope to spend your retirement years. Your children are both grown and have families of their own. Your wife is under a doctor's care for a serious ailment and must receive costly medication on a daily basis. Your doctor bills are mounting and you fear that if a strike occurs you may lose your retirement benefits as well as your job.

You are DEAD AGAINST a strike. You will not go on strike no matter what the other union members decide to do. You will try to convince the others that a strike is a foolish idea. NO STRIKE!!

Questions for Discussion

1. Analyze each character and discuss their reasons for voting for or against a strike.
2. How did Alicia Johnson finally vote? Who convinced her to vote the way she did?
3. Who is taking a greater risk if a strike were to occur?
4. Explain how one's position can influence their decision.
5. Was it difficult to get the three characters to feel the same way about a strike? Why?
6. Other questions?

READING NOVELS

Senior High School

THE JUNGLE

Individuals can make a difference--they call forth change.

1. Does The Jungle in your interpretation support this statement? Why or why not?
2. Select 3 from the following questions (see attached) to answer: Use straight interpretation and also include societal implications--personal reflections....
3. Select the most beautiful or moving passage. Explain why you selected this particular passage for examination--relate to major concepts, style of writing, literary merit.
 - Examine the role of individuals in society.
 - Attempt to reconcile individual freedom with social control.

Demonstrate understanding of the continuing unresolved conflicts and struggles in human history.

THE JUNGLE

1. What was Sinclair's larger purpose in writing The Jungle?

With what other literary works has Upton Sinclair's The Jungle been compared?

2. What are the wastes of competition? (p. 332)

What does a socialist propose as a remedy to the evils of capitalism?

3. Respond to the following--

"And so all over the world two classes were forming, with an unabridged chasm between them--the capitalist class, with it's enormous fortunes, and the proletariat, bound into slavery by unseen chains."

4. Please read the afterword. Do the same evils exist today? (p. 343) Elaborate!

5. How do people deal with injustice and suffering?

6. Our individualistic inclinations prompt us to realize that some environmental conditions are attractive to us while others are not.

7. What was the dreams of the characters in The Jungle--why?

8. What was the reality?

9. Individuals can be broad-minded and or narrow-minded.

10. Trace a favorite character in The Jungle concerning such modes of thinking.

11. Develop a slogan or a bumper-sticker that would represent a historical or modern day jungle cause! Workers of the World Unite! Due Thursday... Please prepare for group discussions.

12. What is the significance of the wedding and other traditions?

13. In what ways was America not good to Dede?
14. What, if any, was wrong with how the Beef Trust operated?
15. What recourse did the family have when they were wronged?
16. How were immigrants treated in the stockyards?
17. What did "breaking down the men" entail?
18. Is there anything wrong with "breaking down the men"?
19. What was the "American Dream" that the family had?
20. What was the significance of buying a house?
21. What was the nature of child labor?
22. What was the significance of the machinery?
23. Was there anything unfair about the economic system?
24. What was the nature of food adulteration in about 1900?
25. What is the significance of the novel's title?
26. What does the novel suggest about survival of the fittest?
27. What is suggested concerning saloons and alcoholism?
28. To what extent are humans shaped by the society in which they live?
29. Does their environment make Jurgis and Marija into criminals?
30. What is the role and significance of the union?
31. Was the family more free in America than in Lithuania?
32. What is suggested about the democratic process including voting?
33. What is the significance of a political boss of Scully?
34. What is the significance of Bubbly Creek?
35. What were the meat inspection laws in 1900 and how were they enforced?
36. Why did one of the meat packing firms hire alchemists?

Task: Read, Looking Backward, by Edward Bellamy

Goals: To develop an awareness of unions and labor history.

To explore the human quest to improve life, and develop alternative labor and/or economic policies.

Objectives:

1. To read Edward Bellamy's novel, Looking Backward.

To compare and contrast the past and the present in respect to the conditions of the worker in America.

2. The student will keep a journal reacting to the novel, Looking Backward.

3. To read Bellamy's analogy of the "stagecoach" and discuss it. Then discuss and write about the merits or defects of their society.

To elaborate on unions and the labor movement in Bellamy's time--(1887) and in his future (2000); and to brainstorm the similarities and differences in our present.

Evaluations will be based upon:

- a. Journal content
- b. Participation in group discussions
- c. Amount of time given to additional research

IMPLICATIONS OF TECHNOLOGY

SENIOR HIGH SCHOOL

TECHNOLOGICAL UNEMPLOYMENT

REQUIRED: 5 teaching periods.

- a. 3 days, lecture/discussion.
- b. 2 days group activity deciding who has the moral/ethical obligation for retraining technologically dislocated workers in our society.

PLACEMENT: Towards the end of the standard Government/Economics course as the students will be required/expected to know economic vocabulary and theories in order to discuss and apply the economic concepts to a new situation.

MOTIVATION: Distribute handout and read: The nature of work is changing. Machines are saving us from the drudgery of physical labor. Machines are saving time, effort and energy while they free us to use our minds. However, many workers in our society are being displaced and must learn new skills due to the changes in technology and other conditions beyond their control. In the free enterprise system, the question is posed: Who has the responsibility to retrain these workers? The Government? Businesses they worked for? The labor unions they supported with their dues and their loyalty? Or is the individual to depend on his/her own resources? The problem of technological change will continue to affect every aspect of the economy and every individual--even you.

DEFINE TERMS: One of the major reasons for technological unemployment is technological change, which is defined as: "changes in production methods involving the use of new machines and/or equipment for the purpose of increasing production with low costs."

ASK: Why can't YOU train yourself for a career or a profession now that will stay the same throughout your lifetime with no need for further training? Lack of opportunity may hinder training.

DESIRED RESPONSE: Things change through modernization.
High tech is with us.

ASK: Why must things change?

DESIRED RESPONSES: Management wants to produce more at less cost to increase profits. They claim we must change to keep up with our competition.

DISCUSS: Expound upon student responses with illustrations, examples, statistics from the resources.

ASK: Why won't High Tech improvements provide enough jobs to replace those it is making obsolete?

DESIRED RESPONSES: High Tech is not labor intensive. Minorities may not always have the resources, where-with-all, or opportunity.
High Tech requires more training.
Greater profits require a smaller work force.

DISCUSS: Expound upon student responses with illustrations, examples, statistics from the resources.

ASK: How can competition from foreign sources be considered a cause of technological unemployment?

DESIRED RESPONSES: Foreign competition displaces jobs through lower production costs and the modernization in industry, i.e., Robotics in Germany and Japan enable them to sell their products, on our markets, cheaper than American-made goods.
U.S. financing of their economic build up and modernization after wars, i.e., The Marshall Plan in Europe and foreign aid in Korea.
Governmental support for their industries.

DISCUSS: Expound upon student responses with references, examples, illustrations and statistics from the resources provided.

ASK: How does domestic competition displace workers? How does institutional racism displace workers?

DESIRED RESPONSES: It is a basic concept of capitalism to compete in industry through developing a better product and then selling it for a lower price than the competitors to gain a large share of the market. If producers can use technology to produce more and better products with less labor costs then that company can dominate the market through lower prices for its product.

DISCUSS. Expound upon student responses with references; examples, illustrations and statistics from the resources provided.

ASK: Some economists and some popular authors, such as John Naisbitt of Megatrends fame, believe the United State's economy is moving from a Smokestack economy to a Service/Communications based economy. If this is really the case, do YOU think the process should be hurried along or resisted by the government, businesses, and/or the labor unions?

DESIRED RESPONSE: All responses indicating an acceptance and affirmation of the fact that such a transition is currently in effect and will accelerate regardless of anything government, business or organized labor might do to attempt to impede the transition, i.e., Free Trade restrictions, Protective Tariffs, et cetera.

DISCUSS: Expound upon student responses with references, examples, illustrations and statistics from the resources provided.

ASK: What possible impact could such a transition of the Industrial Base have upon our Society and YOU? And United States minority Groups?

DESIRED RESPONSES: A shortage of 4-6 million jobs; thus, a labor surplus caused by a decrease in demand for workers skilled in the displaced jobs but unskilled in the new technologies. There are real, current and on-going requirements for highly trained, white-collar workers who must be prepared to retrain from other high tech jobs as technology develops further. This often excludes minorities from the work force altogether. Technological developments tend to make labor tasks obsolete quickly; thereby, necessitating an on-going, constantly revised retraining program.

DISCUSS: Expound upon student responses with references, examples, illustrations and statistics from the resources provided.

ASK: What will happen in the interdependent areas of our society when workers are displaced due to the impending technological changes?

DESIRED RESPONSES: A loss of income for everyone in the interdependent areas of society, particularly for minorities.
More governmental expenses and increased individual taxation to pay the additional welfare/unemployment costs.
Less monies available for capital investment, causing a further decrease in jobs.

DISCUSS: Expound upon student responses with reference to the Circular Flow Model and the necessity to restore the advantages of the Multiplier Effect of savings and investments. Also, use the references, examples, statistics and illustrations provided in the resources.

ASK: If the middle class, whose job security, wages and benefits currently protected by their labor unions, are displaced by technological unemployment and if no organized retraining programs are provided-- What will be the inevitable effect upon our society? Upon minority groups?

DESIRED RESPONSES: The two tiered society will evolve.

A change in the political structure towards one more responsive to the needs of the workers.

A change in the labor/management relations to a cooperative, rather than an antagonistic relationship. Often minorities are left out of this "two tiered" society.

A whole new, different set of goals for the labor union to negotiate with the employers in order to cope with the problem.

DISCUSS: Expound upon the student responses with references, examples, illustrations, and statistics from the resources provided.

- a. Provide each group with the relevant resource materials in this package.
- b. Serve as the Resource Person for further research by each of the groups.
- c. Monitor each group throughout the assignment to determine that:
 - 1) They stay on task throughout the assignment period.
 - 2) Each group fully understands the task and is working cooperatively.
 - 3) Each group is developing a comprehensive essay, documented with footnotes, on the assigned question.
 - 4) Provide time, if desired, for each group to report their findings to the class.

STUDENT TASKS:

- a. Determine cooperatively in your group, who has the moral/ethical obligation to provide the technologically unemployed workers with new, essential job skills to enable them to qualify for gainful employment; thereby, countering the adverse effects of the technological change and modernization. Please select from:
 1. Government: Consider the Federal, State and local government's obligations to the citizenry.
 2. Businesses. Consider the rationale of requiring business obligations in the light of rewarding honest, loyal workers by providing them with the retraining the businesses need; thereby, serving the needs of the displaced worker.
 3. Labor Unions: Consider Union obligations in view of the expressed roles of the unions and the loyalty of the worker as well as the past and possible future dues to be paid to the union, and the continuation of the Union role.

4. The individual him/her self: Consider, it is possible for the rugged individualist to survive in today's world without the protection and support of his/her government or labor union?
 - b. Cooperatively write a comprehensive essay, in the proper format which will support the group's thesis with reference to the relevant documents cited with the proper footnotes.
 - c. Be prepared to discuss your findings and conclusions with the class.
- ASK: If a two-tiered society does become a fact; What impact could that have upon our society?

DESIRED RESPONSES: If a political change does occur, the new form of government will have to own the means of production to insure job security as well as generating enough income to provide for those who are technologically unemployed. Organized labor, as we know it, must change its emphasis and focus to cope with the new problems. If producers are to have customers for their products, they must become involved in retraining on a large scale, or training in general (as opposed to re-training). If the present form of government is to survive, they must avoid the development of a two-tiered society and perpetuate the stability of the working, labor union oriented, middle class.

TIME FRAME: This activity should be completed within three class periods.

GROUP ACTIVITY TO WORK ON THE MORAL/ETHICAL OBLIGATIONS

PROCEDURES: The class will be formed into groups of 5-6 students per group. The teacher may prefer friendship groups, academically paired groups or interest oriented groups.

GROUP RULES:

- a. This must be incorporated in class from 1st day. No put downs are permitted during the group discussions.
- b. Everyone will participate in Active Listening when someone else is speaking.
- c. Everyone in the group will Actively Participate in developing a comprehensive, well-documented answer to the question(s).
- d. Extra credit will be earned toward a Participation Grade for faithfully following these rules.

HOW TO DO THE ASSIGNMENT: This assignment tests your ability to work in groups with relevant documents. You are being asked to do two related things in a unified manner: to formulate an answer derived

from your personal feelings as well as from the relevant documents and to write your answer in a comprehensive essay. You may also be required to share your findings with the class. Therefore:

- a. Each member of the group will read all of the relevant documents provided by the teacher.
- b. Participate in the development of a group consensus.
- c. Select a Group Leader who will keep the group on task.
- d. Select a Group Recorder to record the group's findings to prepare a base for the required essay.
- e. Select a Group Monitor who will gather any materials the group needs to complete its task.
- f. The Group will collectively decide which of the relevant materials to use in their report and which to exclude from the report.
- g. The Group's report will be in an essay format. Points will be deducted for not following the essay format.
- h. Footnotes will be used throughout the report to indicate which relevant documents were used and for what purpose.

GRADING: The total points possible for this assignment is 100 points. Each group will receive a set of points for the completion of the project. It is up to the group to allocate these points as they see fit.

TIME FRAME:

This project will be completed within two class periods.

Wanted: Workers. Good Hours.
Must be willing to fill a job that requires
the mentality of a thirteen year old child,
and is without responsibility, challenge,
or a chance of advancement

Quality Work in the World

Objective:

1. Students will evaluate a variety of jobs to discover what is important in a job.
2. Students will come to recognize the goals of industry do not compliment the goals and needs of the worker.
3. Students will develop a criteria of characteristics to evaluate potential jobs in industry.
4. Students will come to understand that although assembly line methods of production are efficient in speed, they contribute to social problems such as drug addiction and mental illness.
5. Students will come to recognize the need for a union to protect the worker from abuse and to use collective bargaining to control the conditions of employment.
6. Students will come to recognize the potential abuse of technology in the work place.

Narrations:

Rose Marie

Rose Marie works for Helena Rubenstein. This corporation makes over two hundred cosmetic products. Rose Marie works in the Herbescence Eau de Parfume Spray mist line. Herbescence is a relatively simple line. The lead lady takes filled bottles of spray mist out of cartons and places one on each black dot marked on the moving belt. The next two women put little silver tags around the bottle necks. Each one tags every other bottle. The next nine women, Rose Marie is one, each fold a protective corrugated cardboard, unfold a silver box, pick up every ninth spray mist bottle, slip it into the corrugation, insert a leaflet, put the whole thing in the silver box and close the top.

Sometimes the belts increase in speed "on their own" and Rose Marie comes out of her daydreams finding herself falling behind. The women at break laugh about the accidental speedups -- never accidental slowdowns.

A new supervisor doesn't like quite the way Rose is doing her job. He tells her to use her left hand to take the bottle off the line. Rose Marie tried that method once before when a supervisor mentioned it. Then she was eager to please, a young single mother with a child to feed. Now she says no to the supervisor's request. She has suffered painful back aches from the extra twisting required in the preferred method. Rose Marie is written up and reprimanded by her supervisor. Something in her wants to be fired.

Discussion Questions:

1. Why do you think "something in her" wants to be fired?
2. Why do you think Rose Marie is told to change her method?
3. Do you think much training or intelligence is necessary to do this job?
4. Do you think machines will replace jobs like Rose Marie.
5. What recourse does Rose Marie have to grieve her problem if the supervisor demands she use the company method?

Jason

Jason became a real legend in his last stint at McDonald's. He'd been sent out the back door with the garbage, but instead of coming back in he got into a car with two friends and just drove away. "I would never go back to McDonalds," says Jason; not even as a manager. Besides, there is no such thing as a McDonald's manager anyway. The computer manages the stores."

Jason is enrolled at the local community college. "I'd like to run a real restaurant someday, but I'm taking data processing to fall back on." Jason has had many part-time jobs, even dishwashing at \$3.35 an hour, "same as McDonald's. But I would never go back there. You're a complete robot."

"Even the reconstituted onion shreds, although they are not premeasured, you're supposed spread twelve onion bits per patty. They spot check. They lift your heels (bottom of the bun) and they say, 'you got too many onions.' It's portion control."

"There is no freedom or creativity in the whole process. Lettuce, maybe. They'll leave you alone if it is neat. Lettuce is freedom; pickles is judgement. But you don't have time to play around with your pickles. They're never gonna say just six pickles except on the disk. (Each store has video disks to train the crew for each of twenty work stations, like fries, register, lobby, quarterpounder grill.) What you hear in real life is 'twelve and six on a turn-lay.' The first number is your hamburgers, the second is your Big Macs. On a turn-lay means you lay the first twelve, then you put down the second batch after you turn the first. So you got twenty-four burgers on the grill, in shifts. It's what they call a production mode. And remember you also got your fillets, your McNuggets...Sounds complicated, but it's not. They took all the thinking out of it. You don't have to understand. You follow the beepers, you follow the buzzers and you turn your meat as fast as you can. You don't need a face, you don't need a brain. You need to have two hands and two legs and move 'em as fast as you can. That's the whole system. I wouldn't go back there again for anything."

Discussion Questions

1. Why does Jason feel like a robot?
2. Is there an opportunity for creativity or innovation at McDonald's?
3. Why do you think there is such a high turnover at fast food franchises?
4. What do you think the attitudes of management is towards workers in this environment?

Bobby

Bobby worked at a small ping-pong factory. "My job was stacking ping-pong paddles into piles of fifty. Actually I didn't have to count all the way up to fifty. To make it a little easier they told me to stack 'em in circles of four with the handle facing me. When there got to be thirteen handles on the second one from the front, then I'd know I had fifty. After a while of stacking, I didn't have to count anyway. I could tell fifty just by looking at the pile."

"I had to work real fast. I had to keep three labelers and three packers supplied all the time."

"After I stacked 'em, the women would take 'em off the stacks and put labels on the handles -- for whatever brand it was. After that they got packed into table tennis sets: four paddles, two balls, and a net."

"Sometimes I got ahead building up these barricades of stacks. I would have liked to have finished three full walls all around myself but I never got that far ahead. As soon as I'd stack 'em, they'd unstack 'em."

"Maybe it wouldn't have been so bad if I could have seen the piles I stacked at the end of the day. But they were taking them down as fast as I was piling them up. That was the worst part of the job."

"No," Bobby corrected himself. "That wasn't the worst part of the job. The worst part was you had to stand up all day doing it. I don't know why. All I know is you weren't allowed to sit, even between orders."

Discussion Questions

1. Why does Bobby make so much of not seeing the piles stacked at the end of the day?
2. If Bobby belonged to a union, what changes could be negotiated into his contract to make his job easier?
3. How many years do you think Bobby will be able to stack paddles?
4. What are the signs of Bobby's creativity? Is his creativity welcome by the company?

Kenny

Kenny makes \$5.77 an hour. It's just an entry level position. "I don't plan to stay in reservations all my life. I'd like to work at the airport, maybe as a flight attendant."

Kenny's first raise would be based on computer-collected statistics. Raises currently range from 2 to 7 percent. The exact rate depended on how many of the numerical standards; such as, talk-time, occupancy and so on, you met or exceeded. "One of the big numbers up to now has been conversion rate," explained Kenny. "Every call is either action or potential. If someone calls up and says, 'Hi, I want to go to L.A. first class,' that's action. There's nothing to do but get the information."

"But fare shopping! They want to know is it cheaper if I go in the middle of the week or at night or after the holiday. Now if someone were listening in, I would be graded on how I probed for the business. So I give the sales pitch. It costs nothing to save a seat. There's limited seating at the SuperSaver fare."

"It's always a pull between keeping your talk time down and getting your conversion rate up. Generally, I say if you come up to close twice and they don't book, let them go. The two minute reservation conversation could be broken down into opening, sales pitch, probe, and close."

Kenny is regularly monitored live by his supervisor and is also graded for such subjective qualities as tone of voice and effective use of name, as in "If you like, Mrs. Garson, I can book you on the..."

"We each have a number -- our sign -- which we use when we make a booking in the computer. Then our monthlies contain the number of passengers per hour we worked who actually boarded a plane. To keep our numbers up, the airline provides the scenario, the basic script, and the props, and I have to keep that alive."

"We don't know when we're being listened to. You know afterwards because normally you can get calls one after another without any let up. Suddenly there is a break, you look around and you see there's calls coming in to other agents but you're not getting any. Then you hear a voice in your ear, 'Hello.' It is the supervisor from a listening post usually on the second floor. It could be positive recognition or a criticism."

Discussion Questions

1. Knowing how your conversation with airline reservation people is so broken down into mechanical steps, do you think you would act any differently when you called?
2. What does the mechanical steps in the conversation do to the pleasure of normal interpersonal relations?
3. As a worker, how would you feel about your boss "listening in" on your conversation?
4. Would you call this a pressure job?
5. Does Kenny have any control over his job?

Activities

What would the perfect job be like? List in ten sentences the characteristics of the perfect job. Prioritize the ten characteristics. Be prepared to discuss your choices. List choices on the blackboard.

Watch the video documentary: "The Blue Collar Trap." Answer the following questions:

1. Why were the words for the title chosen?
2. Why did they despise their jobs?
3. What is more important, the money or the job?
4. Why did several of the men "act out" at their job?

Reviewing your own experience in full and part-time work, what jobs gave you the most satisfaction and why? What elements of past jobs were offensive? Do the goals of the employer differ from your own?

Demonstration

Description: Using the pieces of wood, bolts, nuts, washers, a demonstration of the assembly line process can be made. First, one student is allowed to assemble the parts and recognize a simple model of an airplane. Allow him/her an opportunity to practice assembly three or four times.

Then line up six students to assemble the plane from the parts each is given. Each is given a part to add except the first person in the assembly line. Let the line of students practice assembly three or four times. Use a stop watch to keep times of both methods of assembly. (The assembly line usually will easily, after a little practice, beat the time of assembly of the individual.)

Although the assembly line is more efficient as far as speed of production, what is the price in human terms? How does efficiency in speed relate to your perfect job?

Reference for Activity A

What are the criteria for a meaningful job that the motivation-hygiene theory would recommend? To answer this question we must recall what the motivators are, as well as the principles of psychological growth described in Chapter 5.

The following chart is an attempt to relate motivators to levels of psychological growth, to dictate the ingredients that man requires on his job if he is continually to find satisfaction in doing it:

Motivator	Growth Principle
Achievement and recognition for achievement	Opportunity to increase knowledge
Responsibility	Opportunity to increase understanding
Possibility of growth	Opportunity for creativity
Advancement	Opportunity to experience ambiguity in decision making
Interest	Opportunity to individuate and seek real growth

First, the job must allow for some achievement opportunities, and these achievements must result in the employee's knowing more about his occupation or job than he did previously. The recognition for achievement is the reinforcement that is necessary at the early stages of all learning. Eventually, it is hoped, the employee will develop his own generator and will thus rely less on outside recognition of his growth and more on his own evaluation.

Second, increased responsibility suggests a more complex task. Increasing the complexity of the job can provide the opportunity for understanding the relationships among the various components of the assignment and thereby provide for the next level of psychological growth.

Third, the task must contain an open end in its description, to allow for possible growth. If the job allows for possible growth, it may then provide the opportunity for the employee to be creative and satisfy the third level of psychological growth.

Fourth, advancement in the formal sense, or even without change in rank, requires in either case that a higher order of task be presented to the employee. This higher-order task gives the opportunity to be successful in ambiguity and thus leads to a still higher level of psychological growth.

Finally, if the employee finds that the actual task he has to do is of direct interest to him, then his job can provide a sense of personal worth and individuality. Furthermore, if the job has intrinsic attractive powers, the employee is less likely to be concerned with other people's hygiene and less tempted to seek substitute growth from his own hygiene needs. In this latter instance, he is enabled to experience the highest level of psychological growth.

Obviously, no job can provide all these ingredients at one time. Nor, perhaps, can all jobs provide all these ingredients at different times. However, some of these components of psychologically rewarding jobs must be present.

The staff of the motivator division would need to plan and review the growth potential of jobs along the lines suggested. Such an analysis of job content would be constantly required to insure that the jobs do not fit like shoes for a five-year-old when the child is eight. This requires a built-in fluidity to job structures.

Inasmuch as most bureaucracies delight in static organizations while the world can be validly viewed only in terms of process, we find an obstacle in thinking of jobs as being subject to constant change while the organization desires to think of a harmonious set of unchanging positions. Some psychologists have contributed to the bureaucratic concept of jobs by emphasizing the need for an employee's knowing exactly what his job is and what is expected of him. Harry Levinson, director of the Industrial Mental Health Program of the Menninger Institute, considers this need for the reduction of the ambiguity of jobs as one of the employee's most essential psychological requirements.

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